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ABSTRACT

This handbook is designed to assist Samoan-speaking parents of students residing in California. It is intended to clarify the operation of schools so parents can better support their children's education. The handbook provides basic information on the educational system and policies in question-and-answer format, addressing topics such as: enrollment; attendance; transportation; curriculum design and requirements; grades; promotions; testing; bilingual education and program design; additional programs and services such as advanced placement, alternative education, continuing, vocational, and adult education, child development, summer school, gifted and talented, and work permits; parent involvement in the schools; and the structure of the public school system. The handbook contains two complete versions, one in Samoan and one in English. (MSE)

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Tusi Fa'aali mai Kalefonia Mo Matua ma Tupulaga o Samoa

A Handbook on California Education for Language Minority Parents— Samoan/English Edition

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OFISA O A'OA'OGA, SETETE O KALEFONIA

CALIFORNIA DEPARTMENT OF EDUCATION
Bill Honig, State Superintendent of Public Instruction
Sacramento, 1991

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Tusi Fa'aali mai Kalefonia Mo Matua ma Tupulaga o Samoa

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FA'AILOAINA

O le vaega o California Department of Education ua latou iloa lelei ni mea e fesoasoani ai mo le faamautuina o lenei tusi faaali.

O le komiti mo le Department's *Language Minority Parent Handbook* o lo'o iai Robert Bennett, Gene Bradford, Richard Diaz, Donald Glines, Marcelett Henry, Edward O'Malley, Dolores Paz, Paul Plowman, Daniel Reibson, Tomas Roybal, Glen Thomas, Elena Wong, ma Alexander Yeh. O lenei komiti sa latou matua galulueina le faamautuina o lenei tusi faaali mo matua, ma latou fa'ata'ita'iga o lona fa'atulagaina, ma latou saunia fo'i ni mea e fa'afaigofie ai i matua ona malamalama i mea o fai i a'oga.

O e sa latou matua faamaopoopoina ma ofoina ai ni taimi mo le fa'atulagaina e iai Elena Wong, o lo'o ia fiafia tele ile fesoasoani mole fa'alapotopotoga o tagata Saina; o Donald Glines, sa ia fesoasoani mo le tu'ufa'atasia ole galuega mo lenei lava tusi mo matua ua taua atoa ma le komiti.

Ole vaega ole Region II, Migrant Child Education, sa latou saunia ma faaliliuina i fa'a-Sipaniolo lenei tusi mo matua.

Matou te momoli tele atu la matou fa'afetai ia Loimata Mailoto mai le vaega o a'oga i Long Beach Unified School District mo le fa'aliliuina o lenei tusi fa'aali mo matua i le gagana Samoa, fa'apea fo'i Lilaki Thetford mo le galuega matagofie, ma Tapa'au Tualaulelei, mo le teuteu ina o le fa'ava'a o lenei tusi fa'aali mo matua o Samoa.

PETER WANG
Chairperson
Language Minority Parent Handbook Committee

UPUTOMUA

O lo'o ofoina atu se tamaoaiga mo a'oa'oga i a'oga i Kalefonia nei i tamaiti uma o lo'o iai. I lenei lava tusi ua saunia ma tu'u lima atu mo matua ina ia latou malamalama ma faigofie ai i alumaga o a'oga ma mea o lo'o faia ai.

Ae le gata i lea, I tagata Kalefonia mai itu eseese ole olaga olo'o iai nei ua latou faamaufa'ailogaina lenei mataupu mo le faaatoatoa ma toe fa'aleleia a'oa'oga iinei ma taumafai ini auupega taua mo le taumafaiga ina ia matua atamamai atoatoa tamaiti a'oga. I le Setetelautele o lo'o latou aufa'atasi mo le toe fa'aleleia o mataupu i a'oga, ma sailia ni faia'oga lelei, toe filifilia ni pulea'oga lelei, toe faaleleia su'ega ma tusi a'oga, ma ni matua e fiafia e fesoasoani i a'oga, ni ta'ita'i lelei i galuega, ma a'oa'oga i alalafaga.

O le tu'ufa'atasia o amio ile aiga ma le a'oga ose mea matua taua tele lea. Ole a fa'apena fo'i ona fa'aleleia ma mautu a'oa'oga pe afai e galulue faatasi matua ma faia'oga. O lo outou naunau ile faitauina o lenei tusi e fesoasoani lea mo lo outou lumana'i ma a outou fanau a'o feagai ai ma a'oa'oga. Ose fa'amalosiaga, ma ua ou fa'atalosagaina lou iloa ma lo u va'ava'ai mamao.

O lou naunau i a'oa'oga a lau fanau ose mea matua taua tele lea mo lo latou lumana'i. O le a fa'apena fo'i ona fa'ata'ita'ia e tamaiti le olaga o lo'o ola ai i tua i aiga, ele ose mea e toe fa'afaigata. Pe afai o matua o lo latou faia'oga muamua—na a'oa'o ma maua mai ai se mea lelei, ole a fa'apena fo'i ile fanau. E tusa ai o ia tulaga ose matua e matua u'una'ina lana fanau ma naunau ise lumana'i lelei o lana fanau. E alu ma sau aso, ole tulaga i a'oa'oga ma ona a'oga ua matua malosi tele le a'oga ile aga'i ile lumana'i ole va feagai ai o matua ma a latou fanau ile aiga ma mea na a'oa'o mai ai. O na fa'ata'ita'iga ma mea o lo'o a'oa'o i porokalama i a'oga ele pine ona maua ai se lumana'i tausa'afia mo le fanau. Olo'o matua fa'amalosi mai lava ele komiti ile California Department of Education ina ia matua u'unaina lava fanau ile a'oa'oina ole poto.

Ole galulue ma tu'ufa'atasia o loto o matua ma a'oga ole ki lea mo le tatalaina ai o faitoto'a mo a'oa'oga a tamaiti. Ou te talitonu ma ou fa'amoemoe o le a matua a'oga lava lenei tusi ua tu'ulima atu ia te oe le matua mo a'oa'oga a lau fanau.

Bill Honig

State Superintendent of Public Instruction

FA'ATOMUAGA

Ile tausaga 1983–84 i a'oga, e tusa e ova male 900,000 tamaiti i Kalefonia o latou fa'aaogaina isi gagana e ese mai le Igilisi o le latou gagana lua. I lea la fuainumera, e tusa male 487,000 ua iloiloina ma iai ile (LEP). Ile fa'amaumauina, ua saunia ai lenei tusi ua taua ole *Handbook on California Education for Language Minority Parents*, e fesoasoani mo matua mai fafo e ana fanau o lo'o ile porokalama lea ole LEP ina ia faigofie ona maua se a'oa'oga lelei mo fanau.

O se mea taua tele mo tamaiti o lo'o ile LEP ole iai oni matua ua latou iloaina tulaga o a'oga i Kalefonia ma lona fa'atulagina. E pei o matua muamua o lo'o mana'omia pea a latou se tulaga fa'apea aua ole 'o iloaina le fa'atulagaina o a'oga ma a'oa'oga o iai. I lenei la tusi ua faatatau mo matua, e tatau ai ona matua fesoasoani malosi ai i tamaiti ina ia manuia ma faigofie lo latou feagai ai ma a latou a'oa'oga i a'oga.

O le tele o mea o lo'o i lenei tusi, e iai le fa'atonuina o tamaiti i a'oga, ma porokalama ma mataupu o lo'o faia ai, ole tulaga ile taimi e fa'au'u ai i a'oga maualuga, o a'oa'oga mole gagana lua, ma aia tatau o matua i a'oga, ole feuiuia'iga i auala i pasi, ma a'oga o lo'o faia ile tausaga atoa, ma porokalama mo fanau laiti, ma isi mau mea o lo'o iai ole a fesoasoani i matua ina latou iloa lelei ma malamalama i tulaga o iai. O lo'o maua ai fo'i fa'amatalaga mo isi porokalama e iai le toe fa'ai'uina o a'oga, a'oa'oga mo galuega, a'oga ma faigaluega, ma a'oga a tagata matutua po'o e fo'i e le'i i'u a'oga. E le fa'apea na'o tamaiti ile LEP e aoga ai ae a'oga fo'i i matua o lo'o fia iloaina alumaga o a'oga i Kalefonia. I totonu o lenei vaega ua matua fiafia tele e saunia lenei tusi mo matua. Matou te talitonu o le a matua aoga tele lenei tusi mo le fa'aleleina o a'oa'oga a fanau ma matua.

JAMES R. SMITH
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FA'ASILASILAGA

Ole *Handbook on California Education for Language Minority Parents* ua matou saunia e fesoasoani mo le matua o tamaiti mai atunu'u eseese ma gagana eseese. I lenei lava tusi ose mea lea matou te ofoina atu e fesoasoani ai mo tamatiti ma fa'ailoa atu ai alumaga o a'oa'oga o faia i Kalefonia ma ia matua lelei le ta'ita'iina o fanau i a'oa'oga. Aua o matua o le faia'oga muamua lelei lea mo le fanau ma ia maua ai uma e tamaiti mea e manana'o iai.

O lo'o iai i totonu lava o lenei tusi fa'amatalaga mo le fa'atulagaina o a'oga ma mea o lo'o fa'avasegaina ai a'oga ole vasega amata e o'o ile vasega sefulu lua. O lo'o iai fo'i le faamatalagaina ole ituaiga su'ega o faia i Kalefonia, e iai le ituaiga e taua ole California Assessment Program ma itu i su'ega mo tamaiti o lo'o alualu i luma lo latou atamai. O lo'o iai le fa'amatalaga o tamaiti o lo'o ile vaega ole gagana lua ma isi lava ituaiga fesoasoani e iai tagata o lo'o iloa lau lava gagana e fesoasoani mo ia itu uma. O le tele o matua e le'i auai i a'oga ile Unaite Setete, ma le tele o isi porokalama, e iai a'oa'oga ma galuega i mea o lo'o mana'o iai, a'oga mo tagata matutua, ma le toe fa'aiu'ina o a'oga, ua faamalamalamaina ina ia iloa ai e matua ma maua se isi tulaga lelei. Ole isi itu o lo'o ta'ua ai le aia tatau o matua i a'oga aua ole tele o isi atunu'u e le'i o'o iai se malamalamaga i lea tulaga ina ia matua galulue fa'atasi le faia'oga ma matua.

E le o maua ai ile tusi nei le tele o fa'amatalaga o fa'atonuga o porokalama leaga e fai sina eseese ole fa'atulagaina ma ese auala ile tele o a'oga ma itumalo. E tatau ona faafeso'ota'ia le faia'oga, tagata faufautua ia'oga, pulea'oga, po'o isi vaega o ofisa o a'oga pe afai e iai se isi mea ete fia malamalama ai.

1.0 FA'ATONUINA MA AUAI ILE A'OGA; FOLAFOLAGA ESEESE; MA FEUIUIA'IGA I AUALA

1.1 *O a fea e tatau ona fa'atonuina ai la'u tama ile a'oga?*

E tatau ona fa'atonuina lau tama pe afai ua lima ma le afa tausaga ile vasega fa'ata'ita'i. Aua e tatau ona alu ile vasega muamua pe afai ua ono ona tausaga. O tamaiti mai fafo e tatau ona fa'atonuina lava ile taimi e o'o mai ai ile Unaite Setete. Ae vagana ai a'oga ile tausaga atoa, e amata ia Iulai, a'o le fa'atonuga o isi a'oga. O taimi masani lava ile tausaga e amata ia Setema ae tu'ua ia Iuni.

1.2 *Pe mata e a'oga la'u tama ile a'oga e lata ane i lo'u fale?*

Ona oni mea fa'amaumauina, ioe. A'o isi a'oga itumalo, ina ia taofia le to'atele o tamaiti pe ina ia lelei le a'oa'oga o tamaiti po'o le iai fo'i oni isi porokalama e maua iisi a'oga e mamao, ole ala lena e aveina ai lau tama mai le a'oga o lata ane. A fa'apea o pasi tamaiti ile a'oga ile itumalo, e mafai ona e fesili ina ia tumau lau tama ile a'oga o lata ane.

1.3 *E fa'apefea ona ou iloa le vasega a la'u tama?*

O vasega e mafai ona fa'avasegaina i o latou tausaga ma lona iloa ole Igilisi. O tamaiti e ta'ifa male iva masina e fa'atumuina pepa e a'e ai ile vasega fa'ata'ita'i. O tamaiti e ono tausaga e ile vasega muamua, a'o tamaiti ua silia i luga e fa'avasegaina ele pulea'oga ile vasega tatau ona ia amata ai mai le vasega muamua e o'o atu ile sefulu lua.

1.4 *Pe mata e taulia togi mai fafo o tamaiti i a'oga i Amerika nei?*

Mo tamaiti i a'oga laiti, o a latou pepa a'oga mai a'oga muamua ole a fesoasoani tele mo le fa'avasegaina i nisi porokalama. A'o tamaiti i a'oga maualuga o latou togi mai isi a'oga e iloiloina muamua a'o le'i fa'avasegaina.

1.5 *Pe fa'apefea le mea ai a tamaiti ile aoauli?*

E mafai ona aumaia se mea ai mai le aiga, pe fa'atau fo'i ile a'oga. O le tele o a'oga o lo'o iai potu ai, ma ua latou saunia lelei fo'i ni mea ai ma le tau fo'i. E fua le totogi ole mea ai ile tupe maua a matua, afai e le lava ona aai fua lea, ae a feoloolo ona fa'aititia lea ole tau. E fesili ile faia'oga a lau tama/teine pe a iai se mea e te fia malamalama ai.

1.6 *Pe fia se tupe e totogiina ai le a'oga a la'u tama?*

Ole iai o lau tama i a'oga i Amerika nei ele totogiina. E fa'apea fo'i i tusi o le a fa'aaogaina i potu a'oga. E leai fo'i ni toniga. Ao isi vasega, ae peita'i ile a'oga maualuga, pe iai se tupe e totogi ini mea fa'apitoa. Ae na'o le mea ai e totogi fo'i pe fua fo'i ile tupe maua e matua ile aiga.

1.7 *O le a sa'u mea e fai pe afai o le a le a'oga la'u tama?*

Ia valaau ile a'oga ile telefoni, ia ta'u iai le ala ua le a'oga ai lau tama. Ile aso ole a alu ai lau tama, ia faia ma se tusi fa'anoi. I totonu o lenei tusi ia tusia ai le aso na le alu ai lau tama ma lona mafua'aga.

1.8 *Pe mafai e la'u tama ona alu ile pasi a'oga ma toe fo'i mai ai?*

E le fa'apea o a'oga i itumalo uma e ofoina e latou ni auala. I itumalo na o iai ni avanoa mo tamaiti o lo'o mamao o latou tamaiti ma fale a'oga. Ia e fesili ile a'oga a lau tama ini avanoa fa'apena, le mea e fa'atali ai le pasi, ma toe pu'e ai ma sau ai ile fale. E iai ni taimi fo'i mo ni feiloa'iga ile aso ole amataga o a'oga ina ia iloa ai ele tamaititi ana mataupu ia e fesili ile a'oga ole a alu iai.

1.9 *O le a la'u mea e fai pe afai ua misi e la'u tama lana pasi?*

E taua tele lou mafaufauina oni auala e fesoasoani ai i lau tama ina ia aua ne'i tuai ile a'oga. Ia e talanoa fo'i i lau tama ina ia iloa lelei e ia ma masani i ana mea fai e aua ai ne'i misi lana pasi.

1.10 *Afai ole a maua se fa'atonuga mo la'u tama i a'oga fa'apitoa ma e le alu ini pasi tua, o le a la'u mea e fai?*

Afai ua e mautinoa ole a alu lau tama ile vasega fa'apitoa, ole a'oga lava ole a alu iai ole a latou saunia uma ni auala ma ni isi tulaga mo lau tama. Ole a latou fa'amatalaina uma ia mea ia te oe.

1.11 *O le a sa'u mea e fai i la'u tama i lona alu ai i totonu o pasi a'oga?*

Ia e fa'amanatu ai i amio e tatau ona faia ile iai ile pasi. Afai ole a le mafai ona malamalama lelei ile ave ta'avale, ia e taumafai ona fa'amatala lelei iai i lau tama. Ole ave ta'avale o se galuega faigata tele le taumafai ina lelei le ave ina ole ta'avale ina ia taunu'u lelei ile a'oga ma lona toe fo'i mai.

1.12 *Pe iai se tupe e totogiina mo pasi ile alu ma le sau ile pasi a'oga?*

Ioe, e iai se totogi. Ia fesili i lau tama ile a'oga pe iai se totogi e totogiina ile a'oga. E leai ni totogiina o tamaiti mama'i ia latou ta'avale po'o matua e le lava le latou tupe maua. Ua fuafuaina ele a'oga itumalo ina aua le totogiina tamaiti fa'apea.

2.0 POROKALAMA MO A'OGA; MA MATAUPU O LO'O IAI

2.1 *O le a le a aso e taua ole aso e tu'ua vave ai le a'oga?*

O lea aso e tu'ua vave ai le a'oga. O tamaiti a'oga e o vave i tua i aiga. Ose aso lea e faia ai ni fono a faia'oga ma fa'amaopoopo ai ni isi mataupu tau ile a'oga.

2.2 *O a ni mataupu o lo'o a'oa'oina i a'oga i vasega laiti?*

O mataupu muamua lava o lo'o a'oa'oina ile vasega amata (K–6) vasega e iai le a'oa'oina ole gagana i mataupu eseese (e iai le fa'alogo, tautala, faitau, ma le tusitusi), numera, saienisi lautele, saienisi, ma a'oa'oga tau le tino. Oisi mataupu e iai le mea tau pese ma tusi ata. O isi a'oga o lo'o latou a'oa'oina ni gagana ile faitau.

2.3 *O a ni mataupu o lo'o a'oa'oina ile a'oga maualuga?*

E ese'ese. E tatau ona fa'afeso'ota'i le a'oga itumalo o lo'o iai lau tama ina ia e malamalama i mataupu o faia ai. O isi iai le asipela, Igilisi, lomitusi, ma tala ile lalolagi, mea tau ile tino, mea tau ile malosi, gagana mai fafo, tusiata galuega tau lima, galuega tau i masini, ma isi a'oa'oga e fa'atatau i galuega. O le tele o mataupu ia o lo'o mana'omia, a'o isi mataupu e fai lava ile mea e mana'o iai le tama/teine. Ae ia siaki le ofisa o mataupu tau a'oga mo ni isi fa'amatalaga po'o ni isi mea e fia malamalama ai i mataupu a lau tama.

2.4 *O a ni mea e tatau ona maua e la'u tama ile iai o ia ile a'oga maualuga?*

Sa amata mai ile 1986–87 tausaga a'oga, o tamaiti uma e tatau ona maua latou tusi i'u po'o tipiloma e tatau ona i'u lelei a latou mataupu, a'o iai ile vasega iva e o'o ile vasega sefulu lua, o mataupu ia o lo'o mana'omia:

1. O mataupu ia o lo'o fa'atatauina mo lea vasega, e tusa e tasi tausaga e ave ai.
   a. E tolu mataupu ile Igilisi
   b. E lua mataupu ile numera
   c. E lua mataupu ile saienisi, mea tau ile tino, ma mea malolosi fa'a-saienisi
   d. E tolu mataupu ile mea fa'a-saienisi lautele, o isi o tala ile Unaite Setete ma mea o lo'o maua ile eleele; ma le malo i Amerika nei, mea tau sitiseni ma mea o lo'o maua atu iinei ma mea o lo'o maua mai i fafo.
   e. E tasi le mataupu ile tusiata ma se mataupu mai fafo
   f. E lua mataupu ile mataupu tau ile malosi ae vagana ua iai se mea e fa'asaina mai pe o lo'o feagai ai ma ni isi tulaga e le tatau ona aveina ai

2. Oni isi mataupu tau galuega o lo'o ile vaega o a'oa'oga ni aiaina ma ona tulaga.

   Ole mea taua e manatuaina mai le amataina ole 1986–87 tausaga a'oga, e tatau ona mafaufau ina ia aveina ia ma ia atoatoa ia mataupu uma. Afai e iai se isi mea e fia malamalama ai ia fa'afeso'ota'i le ofisa o a'oga itumalo.

2.5 *O le a lea mea e taua ose taimi e a'oa'o to'atasi ai?*

Ose tulaga lelei lea e amataina mai ise tama/teine (ile vasega amata e o'o ile vasega sefulu lua) e maua e ia se avanoa e a'oa'o ai e ese mai le potu a'oga. E mafaia ona maua lea ituaiga avanoa i tua ile aiga e lelei mo lona a'oa'oina o ana mataupu. E iai le avanoa i a'oga itumalo nei mo se fa'atonuga mo lea tulaga.

2.6 *O a ni isi porokalama o lo'o faia ile a'oga a la'u tama?*

O lo'o maua ni porokalama mo tamaiti e iai ni isi mea e fia maua. E mata e fia maua e lau tama ni isi fesoasoani mo ana mataupu ile a'oa'oina ole Igilisi. Ae peita'i, ele maua uma i a'oga uma ia porokalama mo tamaiti fa'apitoa.

3.0 O LATOU TOGI; SI'ITIA ISE ISI VASEGA; SU'EGA

3.1 *O a mea o lo'o aofia i ripoti a tamaiti?*

O isi itumalo o lo'o latou aofia mataitusi ia i togi e iai le *A, B, C, D, F* ma le *I*. A'o isi itumalo o mataitusi e iai le *E, G, S, N* ma le *U* po'o le *S, U,* ma le *N*. Ae iai si ona eseesega, a'o le fa'atonuga ma mafaufauga e taitutusa. O ripoti a a'oga laiti o lo'o iai mataupu ia ma lona fa'asologa:

- Mataupu eseese (fa'alogo, tautala, faitau, ma le tusitusi, kalama ma le sapela)
- Numera (mathematics)
- Saienisi lautele (social science)
- Saienisi faa-natura (natural science)
- O mea e tau ile tumama ile tino (health education)
- Musika (music)
- Tusi ata (arts)

E aofia ai fo'i ma aso e te iai ile a'oga ile ripoti, ma togi i lau amio ma ou togi male mea mo ni fa'amatalaga a faia'oga i matua. O le a fa'amatalaina ai lava i totonu o lau ripoti.

3.2 *O a ni mea o iai ile ripoti a tama/teine ile a'oga maualuga?*

O lo'o iai togi i mataupu taitasi, le igoa ole tama/teine a'oga ma faia'oga. O le alualu i luma i mataupu sa a'oa'oina, o lana amio ile va fealoa'i, male mea o lo'o iai ni fa'amatalaga a faia'oga e uiga i amioga a tamaiti i a'oga, ma aso na auai ile a'oga ma aso e le iai ile a'oga.

3.3 *O a uiga o mataitusi i togi o tama/teine i a'oga maualuga ia latou ripoti?*

A = Atoatoa
B = Lelei tele
C = Lelei
D = Feoloolo
F = Le au
I = Leai ni togi

E = Atoatoa
G = Lelei Tele
S = Lelei
N = Mana'omia se fesoasoani
U = Leai se manaia

S = Lelei pe manaia
U = Leai se manaia
N = Mana'omia se fesoasoani

Ole tele o a'oga o lo'o latou fa'aaogaina vaega ia e tolu.

3.4 *Ole a lea mea ole amio ile va fealoa'i?*

Ole aofaiga lea o lana amio i totonu ole vasega, fa'aaloalo, ma lona to'aga, ma usita'i lelei, ta'alo lelei, ma lana amio ile va lautele i faia'oga ma tamaiti ile potu a'oga.

3.5 *O a ia mea e taua o gaoioiga i totonu i vasega?*

O lona ma'elega lea ini fa'atonuga e fai atu ele faia'oga, olona faia oni mea fou, ma lona tumama i totonu o potu a'oga.

3.6 *O a mea ou te faia pea taunu'u atu le ripoti a la'u tama/teine?*

A avatu loa lana ripoti mai le faia'oga, vaai ile mea o iai le fa'amatalaga ale faia'oga ona sainia lea lou suafa, ma toe fa'afo'i ma lou alo ile a'oga. O isi aso e mata e fai atu le faia'oga ete sau lua talanoa e uiga ile alualu i luma o lau tama po'o le fa'aletonu fo'i i ana mataupu.

3.7 *Pe fa'afia ona maua ripoti a tamaiti ile tausaga a'oga?*

E fa'a fa ile tausaga ona maua ripoti a tamaiti.

3.8 *O a ni aiaiga mo le si'itia ise isi vasega?*

Ona ole alualu i luma o lau tama i ana mea a'oga i a'oga laiti e filifil ele faia'oga pe tatau ona alu ise isi vasega pe leai. Afai e tumau, e logoina le matua. A'o a'oga maualuga, ole atoatoa o ana mataupu ma ona togi ini su'ega ole iloiloina ai le tatau ona si'itia male tumau ile vasega. Afai e iai se fesili mo lea itu ona logoina lea ole faia'oga a lau tama/teine.

3.9 *O le ala e toe tumau ai le vasega ale tama/teine?*

E tatau ona si'itia uma tamaiti mo se isi vasega. Ae afai o iai ni tamaiti e le o malamalama lelei ma le atoatoa a latou mataupu ona tumau lea. E mafai ona maua se fesoasoani mai le faia'oga mo lea tulaga. Ae afai lava e le mafai ona ia a'oa'oina lelei ma pasia ona togi ona toe tumau lea. O le a logoina fo'i oe le matua i lea lava tulaga.

3.10 *O a ni aiaiga i tama/teine e alualu i luma lona malamalama?*

E tusa ai ma a'oga i Kalefonia nei i tamaiti a'oga e fa'atasi ona su'eina ile vasega fa e o'o ile ono ae fa'atasi ile vasega sefulu male sefulutasi i mataupu ia ile faitau ma malamalama lelei, ma le tusitusi, ma le numera tauloto.

3.11 *O a ni tulaga e aofia ile taimi fa'au'u o la'u tama ile a'oga maualuga?*

Ina ia maua e lau tama/teine se tipiloma lelei, e tatau ona pasia e lau tama ni su'ega i mataupu ia e faia ile vaega o a'oga.

3.12 *O a mataupu o lo'o aofia i ia su'ega?*

I a'oga itumalo ta'itasi o lo'o latou fuafuaina ia tulaga mo su'ega fa'apitoa mo le a'oga maualuga. I ia mataupu e aofia ai le lelei ole faitau, tusitusi, ma le numera. E iloilo ai fo'i ma saunia se su'ega mo e ua latou taunu'u ma o'o atu i ia mataupu ole malamalama e a'oga ta'itasi i a'oga itumalo.

3.13 *O ai e mafai ona latou su'eina i lenei su'ega?*

O tamaiti uma e tatau ona fa'au'uina e su'eina i lea su'ega.

3.14 *E fia ni avanoa e mafai ai ona su'eina i lenei su'ega?*

O itumalo i a'oga uma e iai lava fa'atonuga. Ma e avatu ai le avanoa mo tamaiti e le'i pasia ia mafai ona latou su'eina ai ma pasia lea lava su'ega ina ia latou fa'au'u ile fa'au'uga.

3.15 *Pe tatau ona su'eina tamaiti e iai se isi gagana lea su'ega ile latou gagana?*

O tamaiti uma e su'eina lea su'ega na'o le gagana Igilisi. E mafai ona fa'aaoga gagana ile vaitaimi o su'ega. A'o le gagana Igilisi mo le su'ega mulimuli.

3.16 *Pe iai ni fesoasoani e maua ile a'oga mo e le malamalama ile Igilisi ina ia pasia ai lea lava su'ega?*

E iai i a'oga ni tagata o lo'o latou a'oa'oina ni gagana e lua ma fesoasoani lelei ile sauniuniga o lau tama/teine ina ia pasia lea su'ega.

3.17 *Pe tatau ona logoina le matua pe a le pasia e lau tama lea su'ega?*

O le a logoina ele a'oga le matua ina ia talanoaina lea tulaga pe afai ole a le pasia e lau tama lea su'ega. E talanoaina ina ia faia ni auala mo le fesoasoani i lau tama ina ia pasia ai lea lava su'ega.

3.18 *Afai o le a atoa uma mataupu a la'u tama ae fai lana su'ega e fa'au'u ai ae le au ona a lea?*

Afai o le a le pasia e la'u tama lea su'ega ae ua atoatoa uma ana mataupu, ona toe su'e lea se'i o'o ina pasia lana su'ega. O le tele o a'oga e iai ni vasega fa'apitoa e fesoasoani ai ina ia pasia lea su'ega.

3.19 *Afai o le a le atoatoa togi o la'u tama i ana mataupu ma le pasia fo'i lana su'ega e fa'au'u ai mata la e iai se isi auala e mafai ona maua ai sona tipiloma?*

O tamaiti e le'i atoa togi ma ua le fa'au'u e mafai ona taumafai i ana mataupu ina ia maua togi e fa'au'u ai. So'o se tama/teine e silia ona tausaga ile sefulu ono e mafai ona su'eina ai e pei ona fa'atulagaina i Kalefonia nei. (O ia fo'i mea o faia e maua lava i a'oga ma fale tusi.) O e ole a pasia ai o le mauaina ni o latou tipiloma po'o ni tusi i'u e pei o maua ile a'oga maualuga. So'o se isi fo'i e silia ona tausaga ile sefulu valu ma e le'i i'u ana a'oga e mafai ona su'e i lea su'ega. Ole su'ega lea e taua ole GED o lo'o maua i center e 250 i Kalefonia nei.

3.20 *O le a le autu o lea Porokalama i Kalefonia (CAP)?*

O lea porokalama e fa'atasi ona su'eina ai tamaiti a'oga i a'oga laiti ma a'oga maualuga i Kalefonia. E 30 minutes i vasega tolu, ono, valu, ma le vasega sefulu lua. O lea su'ega e tutusa le faiga ma o lo'o fa'asavalia lea i a'oga i Kalefonia. E iai mataupu ia ole faitau, tusitusi, gagana ma le numera.

3.21 *O a ni mataupu o lo'o aofia ai ile su'ega ole (CAP)?*

O mea o lo'o maua ile Fuafuaina o Porokalama i Kalefonia:

- O mea o lo'o faia i a'oga ma togi ile faitau, gagana ma le numera.
- O ni fa'atonuga e iai ni mea e faamalosi ai po'o ni mea e vaivai ai i ana mataupu.
- Iloiloga lea o togi mai tausaga ua tuana'i ma togi o lenei tausaga a'oga.
- Iloiloga fo'i lea o lenei a'oga, ma isi a'oga e lata ane ae maise a'oga uma i Kalefonia.
- Fa'atonuga e uiga ile amio ale tamaititi ile faitau, tusitusi, ma le numera.
- Fa'atonuga ile alualu i luma o tama ma teine a'oga mai vaega eseese. E pei o teine i tama, ma tamaiti e fou mai ile a'oga ma tamaiti ua leva ona iai.
- Fa'atonuga ini amioga e masani ai e iloa ai fo'i ana amioga ile a'oga e iai le toaga e ana mea a'oga, male matamata ile TV, ma lana faitau lelei.

3.22 *O fea ete mauaina ai le ripoti mo lea su'ega ole CAP?*

E maua lava i a'oga uma ma a'oga i itumalo ripoti ile vasega tolu, ono, valu, ma le vasega sefulu lua.

3.23 *O le a le taimi tonu e maua ai le togi ile su'ega mulimuli?*

O togi mai le tausaga ua te'a o lo'o avanoa ia Novema ile a'oga po'o a'oga i itumalo. O lo'o latou tufaina atu ile tausaga uma ile vaega o A'oga ma Ofisa o a'oga i le Setete.

3.24 *Pe mafai ona alu la'u tama ise kolisi e aunoa ma se tipiloma?*

Ioe, so'o se isi lava e maualuga ona togi ma ua silia ona tausaga ile sefulu valu ma malamalama i fa'atonuga e mafai ona a'e ise kolisi i Kalefonia nei. Ia fa'afeso'ota'i se kolisi o lata ane.

3.25 *O a ni mea e mana'omia ile The California State University?*

O tamaiti o lo'o filifili mai le tasi vae tolu mai le fa'au'uga ole a'oga maualuga. Mo le amataina ia mauaina ona togi e 2.0 po'o le maualuga fo'i. Ae vagana ai ni a'oa'oga ile malosi male malo e le taulia togi na. O tamaiti o maua ina lea 2.0 po'o le maualuga e faia se su'ega ile *Scholastic Aptitude Test* po'o le *American College Test*. Na amata ile fall ile 1984, i tamaiti amata e tatau ona maua uma kuata e valu mo le sauniuniga ole Igilisi i kolisi ma kuata e fa mo le kolisi ile numera ina ia mafai ai ona ulufale ile a'oga.

3.26 *O a ni mea e mana'omia ile ulufale atu ile University of California nei?*

O le University of California i tamaiti amata o lo'o filifili mai le tasi vae-valu i tamaiti fa'au'u ile a'oga maualuga. Ina ia e mafai ona e amata ile a'oga, ia maua uma e tamaiti mataupu, su'ega, ma avanoa fa'asikolasipi o lo'o iai ile packet o le a maua atu ma pepa e tatau ona e fa'atumuina o lo'o i totonu, ma e te mauaina lea iso'o se campus a le university.

3.27 *O a ni avanoa ini mea tau tupe maua e mafai ona maua e la'u tama i lona iai ile kolisi e fesoasoani mo ana mea tau a'oga ma tusi a'oga?*

E iai ni isi ituaiga fesoasoani o lo'o maua mo tamaiti i mea tau tupe e aofia ai grants (ni tupe e maua ele toe totogiina), loans, ma ni galuega e afa aso ma a'oga. O tamaiti i

a'oga maualuga e tatau ona faafeso'otaia a latou tagata fautua. Pe afai e iai se mea e fia fesili ai i lea tulaga ma fia malamalama ai. Mo le fia fa'atumuina oni pepa i lea tulaga ia fa'afeso'ota'i le ofisa ole itu lea e taua "Student Aid Application for California" mai le vaega ole fa'alapotopotoga. O le California Student Aid Commission, 1515 S St., North Building, Suite 500, P.O. Box 942845, Sacramento, CA 94245-0845.

4.0 O A'OA'OGA I GAGANA E LUA

4.1 *O le a lea mea e ta'ua ole Su'esu'eina ole gagana?*

Afai ole a fa'atonuina lau tama/teine ile a'oga i Kalefonia. E mana'o mia le gagana o lo'o tautalagia i lou aiga i tamaiti ta'itasi. O lo'o iai i a'oga se e fa'atumuina, ina ia malamalama ai i tulaga eseese. Afai e iai se fesili i lalo e fa'atumuina ise isi gagana e ese mai le Igilisi, ona iloa lea o lau tama e ile vaega ole leai se tautala Igilisi:

a. O le a le gagana sa a'oaoina ai lau tama/teine ina ua amata ona tautala?
b. O le a le gagana e talanoa ai lau tama/teine po'o lau fanau ile aiga?
c. O le a le gagana e te tautala pe ete fa'aaogaina ete tautala ai i lau fanau?
d. O a gagana e tautala ai tagata matutua i lou aiga?

4.2 *Pe fa'apefea ona iloa ele a'oga le gagana a lau tama ma lona tulaga?*

E maua mai ile pepa lea e iloa ai lana gagana, pe afai e ese lana gagana mai le Igilisi, o lea su'eina lau tama i tala faa-Igilisi e iloa ai lona malamalama lelei. O le togiina ia fai lava pei ona fa'atulagina. Ole faitau male tusitusi e fesuia'i ile vasega amata, muamua, ma le lua. Afai e maulalo lona togi e tusa o mea o lo'o iai, ona fai lea ole tama/teine e ile vaega lea e fa'alemalamalama ile Igilisi. Ma e tatau ona tu'uina ise porokalama e lua gagana. Ae peita'i, afai o lea tama/teine ole a maualuga ona togi e tutusa male alumaga o tamaiti o lo'o iai ile vasega ona tu'uina lea o ia ile FEP e na'o le Igilisi o fa'aaogaina ai.

4.3 *O le a le gagana lua?*

O lea a'oa'oga na fa'atatauina mo e le lelei le Igilisi (LEP). Ole a a'oa'oina le Igilisi ma malamalama lelei i lana gagana ini mea faigofie. I totonu o potu a'oga o le a iai ni fa'atonuga mai le faia'oga i gagana e lua, pe afai e avanoa. I lea tulaga o lea faigofie ona malamalama ile Igilisi ma iloa ai lana gagana lua.

4.4 *Po'o a ni mea e tatau ona maua e i latou ua iai i ia porokalama e lua?*

O faia'oga uma e tatau ona iai ni tusi fa'amaonia. Ae peita'i, afai e le iloa ele faia'oga lau gagana muamua, o lea iai se e fesoasoani i potu a'oga e iloa lea gagana e fesoasoani ai ia te oe. O lea vaega o a'oga ia mautinoa lelei lea tagata ia iloa lana gagana, ma malamalama ile tautala, faitau male tusi faa-Igilisi, ma faa-Samoa ile gagana a lau tama/teine.

4.5 *O a fea e avanoa ai tamaiti i lea porokalama i a'oa'oga i gagana e lua?*

O so'o se a'oga lava pe afai e iai ni tamaiti se sefulu mai le gagana e tasi male vasega e tasi, ona iai lea se potu e fa'aavanaoa e faia ai lea vasega.

4.6 *O a ni mataupu o lo'o a'oa'oina ai i lea vasega?*

- *Porokalama i gagana e lua ma ona mataupu amata:* O amataga o ia a'oa'oga ole fa'atulagaina ia o fa'atonuga ma le auai o tamaiti ile gagana Igilisi ma lau gagana muamua. O le autu o lea tulaga ina ia matua fa'alelei atili ai lau tautala ma ia matua malamalama lelei ile gagana Igilisi ma mataupu uma ole a a'oa'oina i vasega.

- *Bilingual-bicultural education:* O lea porokalama o lo'o matua fa'atulagaina i ile gagana Igilisi mo tamaiti e le'o malamalama lelei ile tulaga o ana mataupu e tatau ona faatulagaina ai. O lona aoga ina ia matua fesoasoani lelei ile tamaititi ina ia malamalama lelei ile fa'alauteleina o ana mataupu ile a'oga.
- *Innovative bilingual program:* O lea porokalama e a'oga tele e iloa ai se suiga po'o se isi tulaga e uiga i lona alualu i luma i ana mataupu, ise avanoa fa'apitoa e uiga ise a'oa'o faatasi ma ni isi tamaiti, po'o ni isi fesuia'iga po'o se isi la'asaga ma le fa'alauteleina lava o lona alualu i ana mataupu.

4.7 *Pe fa'apefea pe a le atoa tamaiti mo lea vasega?*

Ole a iai se isi porokalama e feagai male tama/teine mo le (IPL) ina ia maua atoatoa avanoa mo le LEP i tamaiti mo le aga'i atu i luma mo le malamalama ile gagana Igilisi ma na mataupu uma ma iloa lelei ni fa'atonuga mo le a'oa'oina o ana mataupu mo le lumana'i ma fa'aaogaina ai fo'i lana gagana muamua.

O le tulaga i a'oa'oga i a'oga laiti mo porokalama ia ole LEP o tamaiti ele fa'atonuina mo le amataga o gagana e lua, po'o le aganu'u ma tu i ni gagana e lua. Po'o le atoatoa o lenei fo'i porokalama. Ose porokalama fa'apitoa mo le taumafai ina ia fa'amautuina le gagana Igilisi mo tamaiti ole LEP ina ia latou atoatoa ona lelei ile a'oa'oina ole Igilisi ma mataupu o lo'o feagai ile a'oga ma le lumana'i.

4.8 *O a fea e maua ai le avanoa mo tamaiti ile tulaga lua mo lea porokalama?*

E le o iai ni potu fa'apitoa mo le gagana i tamaiti o le porokalama i vasega tulaga e lua. Ae peita'i, ole faia'oga ole a na mauaina ni mea mai lana gagana ole ana ia iloa fo'i ni mea mai lana gagana, ae afai ole a le maua se faia'oga po'o se avanoa, ona iai fo'i se isi e fesoasoani mo le faia'oga i lea itu, ma se isi tulaga e malamalama i lana aganu'u. O lo'o iai lava gagana lua mo le porokalama i a'oga mo vasega tulaga lua.

- *O porokalama mo le gagana i a'oga tulaga lua:* O a'oa'oga mo tamaiti ile vasega tulaga lua mo lea porokalama mo le LEP ole auivi lea mo lea porokalama o lo'o a'oa'oina e se tasi ua iai ni aganu'u ma agava'a i lea itu, afai ole a leai se isi o avanoa, ole a iai se tasi e fesoasoani mo le faia'oga ina ia mafai ona a'oa'oina lelei ana mataupu. O le autu olea lava porokalama ina ia faalautele lava le a'oa'oina ma malamalama ai i mataupu ile gagana Igilisi ma ia manuia ai fo'i i lona a'oa'oina o mataupu mo lona faau'uga.
- *A'oa'oga i tulaga lua mo a'oa'oga fa'apitoa:* Ole a'oa'oga lea mo le tulaga lua i porokalama ta'itasi mo alumaga i tamaiti ile LEP ma o loo mana'omia mo tamaiti ile vasega tulaga lua ma tamaiti e le'o iai ile LEP po'o lea porokalama. Ose mataupu e fa'atulagaina, mo lea porokalama e fa'apitoa ua fuafuaina mo le avanoa mo tamaiti i vasega ole LEP ina ia alualu i luma lo latou lelei mo a latou mataupu ile fa'aaogaina ole latou gagana muamua mo ni isi fesoasoani ile a'oa'oina o mataupu ile gagana Igilisi.

4.9 *O le a le umi ole iai ole tama/teine i lea porokalama?*

O tamaiti uma e tusa ile tausaga a'oga e tasi mo le gagana Igilisi faatasi mase iloa ose mea e faamusika. A fa'apea ua pasia ele tama/teine mea uma e o'o ai ile isi tulaga ole FEP e tusa ai ma mea ua fa'atulagaina i a'oga itumalo, ona si'itia lea o ia ise vasega o lo'o a'oa'oina ai na'o le Igilisi.

4.10 *Pe logoina le matua pe afai o le a iai lana tama/teine i lea vasega?*

Ioe. A'o le'i fa'atonuina mo lea vasega po'o lea porokalama, e muamua ona fa'afeso'ota'ia oe le matua e pei ona tusia i lalo ane:

- Ua fa'atonuina mo lea porokalama.
- O lo'o iai isi porokalama o lo'o avanoa.
- O le a iai le avanoa mo matua e asiasi ai ilea porokalama ma le a'oga o lo'o iai.
- E mafai fo'i e matua ona toe taofiina lana tama/teine mai lea porokalama.
- E iai fo'i le avanoa i matua e auai ile a'oga ma ni fonotaga fa'amatua atoa male vaega o faia'oga o lo'o latou tautaia lea porokalama ma ni tagata faufautua.

4.11 *Pe fa'apefea pe afai ole matua ua mana'o ina aveeseina mai lana tama mai lea vasega?*

Afai ole a mana'o le matua e toe aveese mai lana tama mai lea porokalama (o e i le a'oga laiti ma le a'oga maualuga), ole a saunia la ele a'oga se isi porokalama e taua ole (ILP). Ole a iai se isi tagata o le a fesoasoani mo ia ile taumafaiga mo a'oa'oina o ana mataupu i totonu ole vasega e na'o ia ma lea tagata fesoasoani.

4.12 *Pe tatau i matua ona aveese mai lana tama mai lea porokalama ole ILP?*

Ioe. E mata e mafai e matua ona aveeseina mai lana tama ile ILP (o e ile vasega laiti ma le a'oga maualuga). O lea la tulaga e saunia ai se fuafuaga ina ia mautinoa e matua ole autu, ma mataupu eseese, ma isi lava mea fai e se tasi mai lea porokalama o lo'o aofia ai ma lona aoga. O lea la pepa o lea sainia ele matua mo lea tulaga e aveese mai ai lana tama o le a teuina lea pepa ile ofisa o a'oga.

4.13 *O le a lea vaega ua taua ole komiti faufautua?*

O a'oga uma e tusa e silia ile 50 tamaiti ile LEP e tatau ona iai se komiti faufautua mo lea porokalama mo gagana e lua. O matua e le o faigaluega e iai le avanoa ina ia latou au ai ini aiaiga ma le faaleleia o lea komiti ma e ole a auai i le komiti fa'apitoa mo lea porokalama.

4.14 *O a ni ituaiga mataupu o lo'o aiaia ile vaega ole komiti faufautua?*

Ole komiti faufautua ole a latou fautuaina moni tulaga mo le fa'aleleia o lea tulaga i totonu o a'oga mo lea lava porokalama i gagana e lua. O le a latou fesoasoani mo le fa'atonutonuina o le lautele mo gagana e lua ma ni mea fo'i o lo'o mana'omia i itu i a'oa'oga mai lea a'oga ma lea a'oga. O nisi mea e fa'aopoopo, ole faia ele komiti:

- Fautuaina ile fa'atulagaina o a'oa'oga i porokalama i gagana lua, ise lelei mo le lumana'i ma lona aoga i ni mea eseese.
- Fautuaina ina ia matua fuafuaina ma atoatoa le lelei oni faia'oga ma e ole a latou fesoasoani ina ia maua ai se vasega lelei mo le lumana'i fa'amoemoeina.
- Fautuaina mole fa'atulagaina o mea tau ile gagana mo le tausaga atoa ina ia iai ni isi suiga mo ni mea faigaluega po'o ni itu i ni aiaiga fou.
- Iloilo ma ia fa'atonuina ina ia faia ni tusi fa'amaonia (S) mo e o iai ile LEP, po'o le FEP, ma tamaiti o lo'o tautala ile Igilisi.
- Ia iloiloina ma ia fa'atonuina le gagana ile itumalo ini mea e toe fa'atonuina ma fa'atulagaina, ma ni ona aiaiga.
- Sainia mo e ua fa'atalosagaina mo le a'oa'oga i gagana e lua.

5.0 ONI ISI A'OA'OGA MA POROKALAMA FA'AOPOOPO MA GAOIOIGA

5.1 *O le a lea mea ole fa'atulagaina fa'apitoa?*

Ole fa'atulagaina ma le matua taumafai ona maua e tamaiti le agaga e sogasoga ai le mafaufau ile a'oa'oina oni mataupu mo le aga'i atu ile kolisi a'o iai i a'oga tulaga lua. E mafai, o tamaiti o lo'o iai le avanoa mo le kolisi ile a'oa'oga o ana mataupu e mafai ona faia o ni su'ega.

5.2 *O le a lea mea oni a'oa'oga mo ni vasega fa'apitoa po'o ni avanoa?*

O lea tulaga e avanoa lea mo matua, tamaiti a'oga, faia'oga ina ia fa'atalosagaina ni isi a'oa'oga mo lea porokalama. O le aia mai a'oga ole le maua lea ole mea ua fa'atalosagaina, ae o lo'o avanoa mo ni isi mea o lo'o mana'omia. E pei, o isi a'oga o lo'o latou maua ai ni mea na (fa'atalosagaina) ina ia mafai e tamaiti ona amata ona a'oa'oina mai lana lava gagana na masani mai ai pe alu ise isi vasega o lo'o iai se faia'oga o lo'o iloa lana gagana. E mafai ona fesiligia ele matua po'o le tama/teine mo le tulaga po'o ni avanoa o lo'o maua. E mafai ona fesili ini porokalama o lo'o le avanoa.

5.3 *O le a lea mea ole fa'ai'uina lau a'oga?*

O le a'oa'oga mo le fa'ai'uina o le a'oga ua fa'aavanoaina lea mo tamaiti ua ta'isefulu ono ma sefulufitu tausaga po'o le silia fo'i i luga. O le fa'ai'uina ole a'oga maualuga mase fa'aumaina ona aveina oni isi mataupu ile porokalama e puipuia ai tamaiti sa le i'u a'oga. O lona autu e eseese, e fa'apitoa mo tamaiti ina ia fesoasoani ina maua ni tusi i'u mo le iai i ni alalafaga laiti ma le lumana'i.

5.4 *O ai e tatau ona fa'ai'uina a'oga?*

O ni tamaiti e mafai ona faigaluega afa'aso ma atoa, po'o iai fo'i i nisi fo'i tulaga fa'amasani ma ni porokalama, pe mana'o ina alu na'o le afa aso ile a'oga.

5.5 *O a ni a'oa'oga ua taua e a'oa'o ma faigaluega?*

O a'oa'oga lea e o gatasi mase mea o lo'o e fiafia iai ma e mana'o e faigaluega ai. O lo'o maua i a'oga itumalo ma nisi vaega e porokalama eseese mo tamaiti uma o iai i a'oga i Kalefonia nei. Pe avanoa fo'i mo tamaiti o lo'o latou faigaluega mo se malamalamaga ise autu po'o se matata o lo'o mana'o iai.

5.6 *O le a le mafuaga o lea mea e taua ole a'oga ma faigaluega?*

O lea porokalama ua fa'atatauina mo e olo'o maualuga ma alualu lelei i luma lo latou agava'a, ma o lo'o maua lelei ai fo'i ni mea o lo'o mana'omia ise galuega. E fa'apea fo'i ma le naunau ole tamatiti a'oga ina ia matua maua lona lumana'i lelei ma lona toaga ise matata olo'o ia a'oa'oina.

5.7 *O ai e tatau ona maua ina lea avanoa mo lea ituaiga a'oa'oga mo galuega?*

O e e avanoa o tamaiti ile a'oga maualuga ma e e le'i i'u fo'i a latou a'oga; mo e ua i'u ma e ua sauni atu mo le alu atu i ni galuega i maketi tetele; ma ni isi fo'i o lo'o faigaluega ae fia maua atili le malamalama lelei; po'o e fo'i o lo'o iai ni mea e faaletonu pe mama'i, po'o e fo'i i a'oga tulaga lua.

5.8 *O a ni a'oa'oga mo le agava'a i galuega?*

O ni mataupu ia e a'oa'oina ma fa'alautele ina ai le agava'a i galuega ua fuafuaina i le vaega o aoga itumalo. O le fa'atulagaina ma le fuafuaina o ia porokalama ua uma ona fa'avasegaina ele setete. E tusa e tolu ni vaega ua fa'atulagaina ai ia porokalama i Kalefonia nei:

- *O a'oa'oga mo le agava'a i galuega:* o le tu'ufa'atasia lea oni fa'atonuga ma ni fa'ata'ita'iga i galuega e fesoasoani mo tamaiti e tata'i atu ai o latou mafaufau mo le lumana'i. O lo'o maua le avanoa i tamaiti uma ina ia latou maua le avanoa mo galuega eseese. E le fa'apea e mafai ona a'oa'o ai ni galuega po'o ni isi matata ete iloaina.
- *O a'oa'oga fa'asalalalau i agava'a i galuega:* O le tu'ufa'atasia lea oni fa'atonuga mai ni galuega e totogi ina ia fesoasoani mo tamaiti ini galuega ma mea o fiafia ai e fia faigaluega ai ile lumana'i. O ni galuega totogi ele fa'apea e a'afia ile mea ua fiafia ai le tamaititi.
- *O a'oa'oga mo le fa'ata'ita'ia o le agava'a i galuega:* O le tu'ufa'atasia lea o ni fa'atonuga mo galuega i totonu o se potu a'oga e faatatau mo le mea o taula'i iai le fuafuaga ale tamaititi mo lona lumana'i.

5.9 *O le a lea mea o a'oa'oga mo tagata matutua?*

O ia a'oa'oga o lo'o aofia ai tagata lautele mole fia faalauteleina lo latou malamalama, ole Igilisi le gagana lua, ma isi mataupu mo tagata matutua. Ina ia fia fa'afeso'ota'ia lea porokalama, ia e logoina le ofisa o a'oga maualuga male ofisa o a'oga i itumalo.

5.10 *O ai e totogia lea a'oga mo tagata matutua?*

O le setete o Kalefonia e ala i vaega o A'oa'oga ma Setete o lo'o latou aloaina ni ituaiga alaga-tupe, ina ia maua ai le fesoasoani mo tamaiti o lo'o i vasega valu ma lalo ane, atoa ma le Igilisi ole gagana lua.

5.11 *O ai e tatau ona mauaina se avanoa e auai i ia a'oa'oga?*

O e le'o iloa lelei faitau, tusitusi, ma le malamalama ile Igilisi ma ua ta'isefulu ono pe ua silia fo'i i luga tausaga e mafai ona fa'atonuina i ia porokalama fa'alea'oa'oga. Ae peita'i ane, ole tele o isi porokalama o lo'o avanoa fo'i mo e o lo'o iloa lelei ma malamalama ile Igilisi ma iai ni tusii'u ile a'oga maualuga ma le kolisi.

5.12 *O a ni avanoa mo ia a'oa'oga?*

O avanoa ile tele o vasega ma porokalama ta'itasi o lo'o fa'atatau lava ile fa'atulagaina o mea o lo'o mana'omia ai le fesoasoani i tama/teine a'oga. Ole tama/teine olo'o iloa lelei ma malamalama ole a iai se avanoa e faigaluega ai ma a'oga e fa'atatau i ana mataupu o lo'o ave i lea porokalama.

5.13 *O ai o lo'o tautaia lea ituaiga porokalama?*

O ia porokalama ma ni tulaga eseese o lo'o tautaia lea e tagata o lo'o agava'a ma iloa tulaga i ofisa o a'oga. O lea porokalama o lo'o iai se avanoa mo tama/teine e mafai ona fa'ai'uina ai o latou a'oa'oga, e faigofie ai ni mea o lo'o mamafa i o latou loto ma latou leiloa ona fai ai se fuafuaga, ma fesoasoani ai fo'i i tama/teine ina ia latou toe o atu ai ia latou vasega e masani ai.

5.14 *Pe iai se porokalama mo la'u fanau laiti ile vaega o a'oga?*

Ioe, e mafai ona fa'atonuina lau tama/teine ise porokalama mo tamaiti laiti ise ofisa o lo'o tautaia lea tulaga e a male le atoa ni e itula e 24 ile vaega o a'oga tua ma a'oga fa'apitoa.

5.15 *Pe mafai ona fa'atonuina ai la'u tama i lea porokalama a le setete?*

Ioe, pe afai o e faigaluega po'o e iai fo'i ise porokalama ole fa'ata'ita'ia lea ini galuega po'o le faigaluega ma ua maua ai ni mea o lo'o manaomia e mafai ai ona avanoa lau tama mo lea porokalama.

5.16 *Pe mata e fia ni ituaiga porokalama fa'apea mo tamaiti laiti o lo'o iai nei?*

E tusa male iva ituaiga porokalama:

1. General (Avanoa fa'asalalau)
2. Migrant (Tagata mai fafo)
3. Campus (I totonu ose kolisi ma a'oga)
4. School-age parent and infant development (Mo e faigaluega ma a'oga)
5. Alternative payment (Se isi auala e totogi ai)
6. State preschool (Mo tamaiti laiti)
7. Intergenerational (Porokalama mo tamaiti laiti, ma tagata matutua)
8. Handicapped children (Porokalama fa'apitoa mo tamaiti mama'i)
9. Resource and referral (Vaega e fesoasoani mo isi tulaga)

5.17 *O fea e mafai ona o'u alu ai e fa'atumuina ai ni pepa mo la'u tama?*

E mafai ona e alu i'ni ofisa lata ane ini porokalama lava e fetaui ma le tulaga e iai. O ia ofisa e iai le ofisa o a'oga i itumalo, kolisi, The California State University ma le University of California, ofisa o faalupega i a'oga, male vaega ole welfare, kolisi fa'apitoa ma university, ma nursery i a'oga, po'o ni ofisa ile a'iga (home care providers), ma le nonprofit organization (fa'alapotopotoga laiti).

5.18 *O a ni mea o le a a'oa'oina e la'u tama i lea porokalama?*

O le a mafai ona a'oa'o ma sauniuni ai mo le alu ile vasega amata po'o le vasega muamua ma fesoasoani ai mo le faia o ana mea a'oga po'o le tele lava oni mea ua saunia ma ni tele fo'i oni ta'aloga ma ni mea fai.

5.19 *O a ni isi fesoasoani e maua mai ai lea porokalama mo la'u tama?*

Fesoasoani e iai mea ia, ae le fa'atapula'aina, o mea ia:

1. O le a puipuia leleia ai ma manaia fo'i i lau va'ava'ai iai
2. O le tele o ni ta'aloga ma ni isi mea e fesoasoani mo ia
3. Aganu'u, gagana eseese, ma isi gaioiga e feagai ma lea porokalama

4. Mo aiga ma le va fealoa'i i totonu ole alaalafaga
5. A'oa'oga ma fa'ata'ita'iga mo matua
6. Ole lelei ona tautaia ma lona fa'atulagaina mo porokalama mai fafo
7. Ole iai oni tagata eseese ma gagana e malamalama ile tulaga o lau tama
8. Fesoasoani eseese, e iai fo'i mea tau fale male totogi maulalo (housing)
9. Mea tau fesoasoani e iai le welfare ma lou aia ma isi lava fesoasoani
10. Mea tau le soifua maloloina, e iai le faitiitia o pepa ma'i po'o le tele lava o isi mau fesoasoani fa'apena

5.20 *Po'o a ni ituaiga tupe fa'aalu mo lea porokalama?*

O le a fuafuaina lava ile tupe maua ele matua ma fua fa'atatau fo'i lea iai le tau.

5.21 *O a a'oga e taua e fai ile tausaga atoa?*

O lea a'oga e amata ona a'e ia Iulai ae tu'ua fo'i ia Iuni. O tamaiti uma e o ai e tusa male 175 to 180 aso a'oga, e pei ona fa'atulagaina i a'oga. Ae peita'i e pei ona iai ile iva masina ae tu'ua ile tolu masina, o lea iai ni a latou tu'uaga se tolu e tusa ile ta'i tolu ile ono vaiaso i le tu'uaga.

5.22 *O a ia mea ua taua ole kalena mo le a'oga i tausaga atoa?*

O ia kalena ua saunia mo le a'oga i tausaga atoa. Mo le fa'ata'ita'iga, 45–15 ua fuafuaina, e o tamaiti ile a'oga mo le iva vaiaso, ona malolo lea ile tolu vaiaso mo le tu'uaga. E tusa ona o ia fuafuaga e fa'afa ile tausaga a'oga. A'o le isi fa'atulagaina 60–20 male 90–30.

5.23 *Pe mata e tutusa le porokalama o a'oga ile tausaga atoa ma a'oga masani ai?*

Ioe. O tamaiti ile tausaga atoa o lo'o tutusa lava mataupu o lo'o a'oa'oina ma isi a'oga masani ai, fa'atulagaina o mataupu eseese, agava'a i galuega, mea tau lima mo tamaiti, ma mea tau ta'aloga e pei lava ona maua e tamaiti i a'oga masani.

5.24 *Aisea e le avanoa ai uma a'oga e tusa o lea fuafuaga mo a'oga ile tausaga atoa?*

Atonu o le a iai se aso e iai se suiga fa'apea. Ae peita'i ane, o Kalefonia ua masani ona amataina a'oga ia Setema ae tu'ua ia Iuni. E fai lava se faigata.

5.25 *Pe mana'omia ia a'oga mo le tausaga atoa?*

O le tele o a'oga ua toatele tele tamaiti ma ua le ofi i potu a'oga ma a'oga. O lo'o iai fo'i isi a'oga e laiti tamaiti a'oga, e mafai ona fai lau filifiliga ile tausaga atoa po'o le a'oga masani ai.

5.26 *Pe amata uma tamaiti ile a'oga ile tausaga atoa ile taima e tasi?*

I a'oga e le'o tumu tamaiti e amata fa'atasi tamaiti ile taimi e tasi. E a'e fa'atasi toe tu'ua fa'atasi. Ao a'oga o lo'o to'atele tamaiti a'oga o iai o lo'o vaevaeina ini vaega e fa. O le isi vaega e tu'ua a'o le isi vaega o lo'o iai pea ile a'oga vaega e tolu. E feauaua'i vaega mo a latou tu'uaga ina ia uma fa'atasi ma fetaui ma a latou mataupu o lo'o faia ai.

5.27 *Pe tatau ona o tamaiti ile tausaga ini vasega mo le summer school?*

Ioe. Summer sessions ile tausaga atoa, o lo'o faia ile vai tausaga, o lo'o avanoa ile taimi o a latou tu'uaga. O mataupu uma o lo'o faia i summer school o lo'o faia fo'i i a'oga ia ile tausaga atoa, a'o le fa'atulagaina e fai se e'see'sega.

5.28 *O fea e toe maua ai ni isi fa'atonuga mo tamaiti ile tausaga a'oga atoa?*

Muamua, ia fa'afeso'ota'i le ofisa o a'oga i a'oga tausaga atoa. O le isi mea e maua ai ni isi fa'atonuga ole fa'afeso'otaia lea ole pule a'oga mo a'oga ia o lo'o faia ile tausaga atoa ma o latou faia'oga, po'o tagata faufautua.

5.29 *Pe mata la e fiafia la'u fanau ile a'oga ile tausaga atoa?*

Ioe. O le tele o tamaiti ma o latou matua o lo'o i le a'oga ole tausaga atoa o lo'o fiafia ai tele i lea faatatauga. O le a tele fo'i se suiga mai lau fanau pe a o ile a'oga ma feagai ile tausaga atoa ma lo latou lumana'i ia latou a'oa'oga.

5.30 *O a ia a'oga e faia ile taimi ole tu'uaga ile summer?*

O lea a'oa'oga o lo'o amataina ia Iuni, Iulai, ma Aokuso. O lo'o sapaia ia porokalama mo a'oga ile tau vevela i mea ia (1) tamaiti amata mai ile vasega fitu e o'o ile sefulu lua e mana'omia se fesoasoani mo a latou mataupu; (2) e faatatau fo'i mo tamaiti ua lata ona fa'au'u; (3) mo tamati ile vasega tulaga lua e fia aveina ni isi mataupu ma ele toe manana'o e aveina ile isi kuata; ma (4) mo tamaiti ile a'oga tausaga atoa ma tamaiti mama'i ma ni porokalama fa'apitoa. Ose fa'atonuga fa'apitoa mai le vaega ole setete mo a'oga ile summer school o lo'o mana'omia ai tele tamaiti ina maua uma o latou togi ile numera, saienisi, saienisi lautele, ma isi mataupu eseese, ni gagana mai fafo, agava'a ile tusiata, ma a'oa'oga ile computer.

5.31 *E fa'apefea ona fesoasoani le iai ile summer school mo tamaiti a'oga?*

O le a maua ai ele tamaititi le avanoa e a'oa'oina ai ana mataupu o lo'o vaivai ai mai vasega laiti e o'o lava i a'oga tulaga lua. O le a mafai ai fo'i ele tamaititi ona a'oa'oina ai ana mataupu ina fa'au'uina ile tausaga i'u.

5.32 *Pe fa'apefea ona ou iloaina o la'u tama o lo'o alualu lelei tele ile a'oga?*

O le faamalamalamaga mo ni tamaiti o lo'o maoa'e lo latou alualu i luma lo latou poto o lo'o iai i a'oga i Kalefonia nei e mafai ona vaaia lea i totonu o a latou potu a'oga e uiga i a latou mea fai ma le maualuga o latou togi i mataupu o latou a'oa'oina.

5.33 *O a mea e faailogaina ai porokalama mo tamaiti fa'apea ma agava'a (GATE)?*

Sa amataina lenei porokalama ile tausaga 1961. Ma ua maua ai ni uiga eseese mo le fa'amautuina o lea porokalama fa'apitoa mo le alumaga o a'oa'oga a tamaiti ma ua alualu ai pea lo latou fiafia e toa'aga ai mo le a'oa'oina o a latou mataupu.

5.34 *O a ni aiaiga o lo'o maua i lea porokalama e taua ole (GATE)?*

a. O lona maelega ma lona to'aga
b. O lona naunau tele lea i ni ana mataupu fa'apitoa
c. O lona poto maoa'e ma lona malamalama lelei i mataupu
d. O lona faia lea oni mea fou ma ni ona fa'ata'ita'iga lelei
e. O lona poto masani ma lona agava'a ini mea fai

5.35 *O a ni mea e fai ma fa'amaonia e iloa lelei ai se tamaititi mo lea porokalama?*

a. O lana ripoti ile a'oga, i totonu ole vasega, ma lona va feagai ma isi tamaiti
b. O le iloiloina o lona atamai ese tagata porofesa ini ana mea fai ma ana mataupu (E avatua fo'i se tusi fa'apitoa ina ia sainia mai ai le igoa o oe le matua pe afai ole a faia ni su'esuega mo lea tulaga.)
c. O ni su'ega e faia fa'atasi pe ta'ito'atasi
d. O le talanoaina ma tu'ufesiligia (faia'oga, matua, ma ni isi fo'i)
e. O ni, tauvaga lea ma ni tamaiti
f. Ni fa'amatalaga mai ana tupulaga ma e masani

5.36 *O a ni tulaga o ni vasega o lo'o fa'avasegaina ai lea porokalama (GATE)?*

Ole itumalo i a'oga o lo'o latou galulue mo le fa'ailoaina ma faia gaoioiga mo e o lo'o atamamai ma alualu i luma lo latou popoto amata mai i lo latou iai ini vasega laiti e o'o lava i vasega uma.

5.37 *Pe tatau i a'oga ile itumalo ona iai lea porokalama ole (GATE)?*

E leai. O le porokalama lea ole GATE e le fa'amalosia. Ae peita'i, e tusa male 443 a'oga o lo'o iai lea porokalama ile 1984 ma o lo'o tusa male 80 pasene o tamaiti o lo'o i a'oga Kalefonia nei.

5.38 *O a mea e taua o se pemita e mafai ona faigaluega ai?*

O le pemita lea e mafai ona faigaluega se tamaititi o lo'o la'ititi ona tausaga.

5.39 *O ai le vaega e mafaia ona latou faia lea pemita?*

O le ofisa o a'oga o lo'o mauaina ai pemita mo e laiti ae lo'o manana'o e faigaluega i taimi e tu'ua ai a'oga. E leai se tamaititi e maua se pemita e faigaluega o lo'o i lalo ane ona tausaga ile sefulu valu e o'o ile taimi ua amata ai le a'oga a'o lo'o faigaluega e tusa ile sefulu aso a'oga. O lea fa'asilasilaga e le aafia ai e ua uma ona faau'u ma e ua o i kolisi mo tausaga i luga a'e ile vasega valu po'o e fo'i oi a'oga fa'apitoa ma e ua iai ni tusi i'u mai le setete.

I lea la fa'apupulaina e uiga ile pemita faigaluega e mafaia ona maua e tamaiti e tusa ile sefululua tausaga male sefulu valu tausaga. (Mo le faamalamalamaga atili ole *Work Permit Handbook for California Public Schools*, e tusa e $6, plus tax mo e nonofo i Kalefonia, mai Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.)

5.40 *O a ni mea o lo'o mana'omia ile pemita faigaluega?*

Ile pemita faigaluega e tatau ona iai mea ia:

- Ole igoa ole tama/teine, tausaga, asofanau, le mea e nofo ai, ma le telefoni
- Le taimi ma le mea o fa'atonuina ai le tamaititi e tatau ona iai ile a'oga; ma le taimi e fa'apitoa ile tamaititi mo le taimi faigaluega ma lona toe iai ile a'oga pe afai o le pemita o lo'o faia i fafo o isi a'oga ile taimi a'oga
- O le taimi ile vaiaso ma le aso e mafai ona faigaluega a'o faia pea a'oga
- O le numera a le tamaititi
- O le sainiga lea ole lima ole tamaititi ma lona faatanaga e faigaluega
- O le aso e uma ai lea pemita

6.0 O AIA TATAU O MATUA MO A'OA'OGA

6.1 *O a ni mea e tatau ona ou aia ai i a'oga a la'u fanau?*

O oe le matua ole a'oa'oga o lau tama ose mea e matua tele lona taua. O oe le ole faia'oga muamua o lau tama. E sili atu lou malamalama i lau tama/teine i le se isi lava tagata ma e fa'apena ai ona oulua felagolagoma'i ma lona faia'oga. Afai o le a se tulaga lelei fa'apena e te lua te felata'i ai ma lona faia'oga, o le a iloa ai iina lou naunau mo le lelei ole a'oa'oga a lau tamaile a'oga. Pe afai ole a iai se mea e faaletonu ma lelei o le a faigofie ona logoina oe e le faia'oga.

6.2 *Po'o a ni mea e tatau ona sapaia ai a'oao'ga a la'u tama?*

- E tatau ona e iloaina lelei le taimi e malolo ai lau tama ma ia lava ai lona ia fo'i malolo ma ia e vaai lelei ma saunia lelei se ti taeao a'o le o alu ile a'oga.
- Fesoasoani ina faaavanoaina se taimi lelei mo le a'oa'oina o ana mea a'oga ma ia e tautala ai ina ia fa'apena fo'i ile a'oga ma ia auai ini mea fai ile a'oga.
- Faamalosi iai le a'oga ose mea lelei pe afai e toaga lelei ile a'oa'oina o ana mataupu ma lelei ai lona lumana'i.
- Ia faaeteete fo'i i mea ile a'oga ma e fa'apena fo'i ona faamalosi ile a'oga.
- Taumafai ona e faamasani e asiasi ma iloa lelei le a'oga a lau tama. Ia e valaau ile faia'oga a lau tama ile telefoni ma ni tagata faufautua pe afai o le a le avanoa ini fono.
- Faitau ni tala, newsletters, ma ni isi puletini e avatua e le a'oga ma ia sainia pe afai e mana'omia e sainia ai lou aao.
- Taumafai ona su'esu'e pe iai ni isi lava mea e tatau ona fesoasoani ai i lau ile a'oga atoa fo'i ma totonu ole alaalafaga.
- Ia tautuana fo'i ini aiaiga ma ni mea faamamafa ma afaina ai lau tama.
- Fesoasoani ile faia'oga a lau tama ma le a'oga.
- Faaavanoa lelei se taimi e fai ai mea a'oga a lau tama e aunoa ma le faalavelave.
- Fesoasoani i mea a'oga a lau tama ma mautinoa lelei ua mae'a.
- Taumafai e faitau ni tala mo lau fanau laiti.
- Ia taumafai ona ave si au fanau ini mea matamata e iai le fale tusi ma aumai ni tusi.
- Ia ave lau fanau ini mea matamata e iai se museum, zoo, art show, ma ni isi mea e latalata ane i lou aai, ma ni isi mea fa'apena.
- Ia faatapuala'a le taimi e matamata ai e lau fanau le televise i aso ta'itasi e vagana le weekend.

6.3 *O a nisi mea e tatau ona auai ile a'oga a la'u tama?*

O le matua ole tele ia o avanoa ma mea e tatau ona e auai ile a'oga a lau tama. O lo'o manana'o lava a'oga ina ia iai ni matua e fiafia e auai i mea fai i a'oga, e iai le fa'atulagaina o faufautua i a'oga, ma ia iai ile ofisa ole lagolago ile a'oga, ma le komiti ole a'oa'oina ole gagana, atoa ma le ofisa o matua ma faia'oga.

O mea ia i lalo e mafai ona e auai ile a'oga a lau tama:

- Fesoasoani i totonu ole potu a'oga a lau tama.
- Faigaluega i se potu ua taua e fai e matua ni teuteu mananaia e iai ni mea e fai ni a latou ta'aloga, po'o ni mea e fa'aaoga e faia'oga mo tamaiti.
- E mafai ona e faigaluega i le potu tusi po'o le potu ai a tamaiti.

- E mafai ona e fesoasoani i ni tafaoga a tamaiti e o ile park, po'o le fale tusi, ma isi lava mea e tatau ona e fesoasoani ai i ni tafaoga a tamaiti.
- E mafai ona e va'ava'aia a latou mea o faia ile malaeta'alo.
- E mafai ona e fa'aa'oa'o iai ni mea sa e iloaina mai lau aganu'u, e iai ni mea e te fiafia e taalo ai, mea tau lima e fai ini laau, po'o ni mea fai i nila tolose, pe tusiata, ma isi lava mea e tele.
- E mafai ona e fesoasoani e fa'avasegaina le latou laupapa ma mea o iai.
- E mafai ona e fesoasoani ile faia oni telefoni mo ni isi matua e uiga ia latou fanau.
- E mafaia fo'i ona e faitaua ni tala mo tamaiti ile vasega po'o ni vaega o tamaiti.
- E mafai ona e fesoasoani e a'oa'oina ni tamaiti ma fa'amalamalama ni mea ile a'oga.
- E te fesoasoani mo le faia o ni a latou mea o mana'omia i totonu o le a'oga (project)
- E mafai ona e auai ini sa'iliga tupe mo le faaleleia o totonu ile komiti ale a'oga. Ma isi mea fai a le a'oga.
- E tatau ona e au ai ini fono fa'amatua ma faia'oga ma ni "open house" a tamaiti.
- E tatau ona e iai ini fonotaga a a'oga a lau tama.

6.4 *O a ni aia tatau e tusa ai o a'u le matua mo la'u tama?*

Pe afai o oe le matua, e iai lou aia i mea ia:

- Filifili pe tatau ona alu ise a'oga tua, a'oga fa'apitoa laiti, po'o ni a'oga totogi.
- Ona maua ni fa'atonuga i ni mea o faia ma a'oa'o ai lau tama ile a'oga, o a ni mea o fa'aaogaina mo a latou mataupu, ma a fo'i le tulaga o iai lau tama ile a'oga.
- Ia asia le a'oga a lau tama ile logoina lea ole pulea'oga ma le faia'oga. Pe e te siakia le ofisa o vaega o a'oga pe a iai ni isi mea e te fiailoaina e uiga i lau tama.
- Fa'atalosagaina se taimi ete fia talanoa ai i lona faia'oga po'o le pulea'oga.
- Ia va'aia ni mea o fa'aaogaina i totonu o potu a'oga na fa'ataua mai ele federal mo ni porokalama fa'apitoa.
- Ole mauaina lea oni ni fa'aaliga e tusa ma le alualu i luma o lau tama, ma le iloa lelei on ni tulaga i a'oa'oga a lau tama.
- Fa'aali se manatu i ni mea o lo'o a'oa'oina ile potu a'oga a lau tama. E le fa'apea ole a fai a'i ae ia galulue fa'atasi ma le a'oga/po'o le vaega o a'oga ina ia talanoaina se mea o e mafaufauina e tatau.
- Ia mautinoa lelei o lo'o matua leoleoa lelei le iai o lau tama ile a'oga.
- Ia iloa lelei fo'i o lo'o toatele lava tagata e matua va'ava'aia lelei lau tama.
- Ia e maua uma ni mea e tau oni fa'atonuga mo le a'oga, ma lona iai ile a'oga, male ituaiga lavalava e tatau ona faia ile a'oga, ma aiaiga pe afai o le a e asiasi ile a'oga, ma le tele lava o isi mea.
- Ia e iloa se faai'uga i lau tama pe afai o iai se mea ile a'oga.
- Ia e finau atu ina ia tu'uina lau tama ise isi vasega fa'apitoa ona ose tulaga ile itu i lana amio pe afai o e iloaina e le'o feagai lana amio ma totonu ole a'oga.
- E mafai ona e fa'aalia se le malie pe afai ole a fa'asala pe tuliina lou alo male a'oga pe afai ete iloaina ele tatau.
- O lou mauaina oni fa'aaliga e uiga ini ana su'ega po'o le a fo'i le auala o ia su'ega.
- O le mauaina lea oni fa'amatalaga e uiga i ni isi su'ega tau le mafaufau e tatau ai ona fuafuaina ele a'oga mo lau tama. E mana'omia ai le sainia o lou suafa.
- O le mauaina lea oni fa'aaliga e uiga i togi o lau tama—o a uiga o ia togi ma lona fa'amatalaga.
- Pe afai ni fono ale komiti a faia'oga ma matua e tatau lava ona e iai. O lea vaega e fai pei ona fa'atalosagaina pe tu'u i lau faitalia.

- Ia e tatau lava ona e au ai ini fonotaga a le vaega o a'oga ma iloa ai fo'i ni mea o faia ai ma iloa ai fo'i ni mea o faia ile a'oga.
- Ia e iloaina ni tulafono e uiga i a'oga ma lona suiga ma ni isi fo'i mea o fia talanoaina, e iai se suiga i ni lavalava po'o ni mea o fa'asaina ile a'oga po'o ni aiaiga i a'oga maualuga.
- Ia e iloaina fo'i le ripoti a lau tama o lo'o teuina ile a'oga.
- Ia e fesiliina se mea o faaletonu i lau va'ai ile ripoti a lau tama ma iloa ai se mea e le'o e iloaina ae maua se tali lelei mai le a'oga.
- Pe afai o iai sau tama o fa'aletonu le mafaufau ia e mautinoa lelei o tu'uina ise a'oga e tatau ma feagai ma le tulaga o lau tama. Ia e tatau ona sainia le suafa o le matua pe afai ole a tu'ua lau tama ise a'oga fa'apena.

7.0 O AUIVI ILE FA'ATULAGAINA O A'OGA

7.1 *O le a lea mea o auivi ile fa'atulagaina o a'oga?*

I le fa'atulagaina o a'oga i Kalefonia nei o lo'o fa'avasegaina mai le vasega amata i a'oga itumalo (ole vasega amata e o'o atu ile vasega ono po'o le valu); vaega tu'ufa'atasi ile itumalo (vasega amata e o'o ile vasega sefulu-lua); ma le a'oga maualuga ale itumalo (vasega iva e o'o ile vasega sefulu-lua).

7.2 *O a ni vaega o lo'o aofia ai ile vaega o a'oga tua?*

O ituaiga vaega tetele o lo'o aofia ile vaega o a'oga e iai le a'oga itumalo, ma vaega ofisa ole vaega o fa'alupega o a'oga, vaega ile setete, ma le federal agencies. O ia vaega o lo'o tautaia uma le mataupu i mea tau a'oa'oga i a'oga nei.

7.3 *O ai laton te pulea a'oga i a'oga itumalo?*

O lo'o tautaia ma pulea ele vaega o local governing board. O lea vaega o lo'o latou fa'atulagaina, ma fuafuaina, ma galueaina mea uma o lo'o faia ile a'oga.

7.4 *O a ni ituaiga auivi o lo'o iai i a'oga laiti?*

I a'oga laiti e iai le pulea'oga e feagai ma porokalama ile aso atoa, ma faia'oga e feagai ma tamaiti i potu a'oga. Afai o le a toatele ni tamaiti ole Igilisi ole gagana lua fa'atasi ma le latou gagana, ona mana'omia lea ose faia'oga mo le gagana lua. Ae le gata i lea, ole tele lava o a'oga e iai lava e ua fa'apitoa mo le numera, ma le Igilisi ole gagana lua; ma se maoa'e lona iloa ile tautala, teinefoma'i, ma e fesoasoani ile fai'aoga; ose isi e feagai ma tagata ole alaalafaga; ma se faafeso'otaia ma faia porokalama e uiga ile gagana lua ma e ua taua ole au a'oa'o i faia'oga mo a latou mea e fai ile a'oga.

7.5 *O a ni auivi o lo'o fa'atulagaina ai a'oga maualuga?*

I a'oga maualuga o lo'o iai fo'i le pulea'oga mo le vaava'aia ole a'oga ile aso atoa ma le fo'i e fesoasoani ile pulea'oga ile fa'atatauina o tulaga e uiga ile a'oga. O a'oga tetele e iai lava le tagata e fa'afeagai ma vaega eseese e iai le (Igilisi, numera, saienisi, physical education, ma le tele o isi mau mea). Porokalama fa'apitoa, e iai le a'oa'oina i gagana e lua, e pei ona fa'atulagaina, e tatau lava ona iai le ta'ita'i ma le lagolagoina.

7.6 *E fa'apefea ona galueaina a'oga e uiga i mea tau tupe?*

Ole isi vaega-tupe e sau mai lafoga a tagata i o latou fale ma fanua. Ae peita'i ane, ole tele ole vaega-tupe e sau mai lafoga ale setete. Ole California Legislature ua latou filifilia se vaega-tupe mo a'oga. Ma le isi vaega tupe o lo'o i a'oga e iai tamaiti mama'i ma isi mea e mana'omia. Ole tele o tupe mai le vaega ole federal o lo'o fesoasoani mo tamaiti mama'i, tamaiti mai aiga e fa'ale lava le tupe maua i aiga, ma tamaiti o lo'o mana'omia le fesoasoani mo le latou gagana lua, ma tamaiti o lo'o iai i porokalama mo le agava'a i galuega, atoa ma tamaiti o lo'o le lelei mafaufau.

7.7 *Aisea e tatau ona malamalama matua mo le auivi ma fa'atulagaina o a'oga tua?*

O le a mafai ona e fa'amatalaina i lau fanau le tulaga o le alumaga o a'oa'oga i tamaiti ma ia fa'afaigofie ai ona iloa le tulaga ma le mea tatau ona faia mo lau fanau. E tatau lava ona malamalama ma iloa lelei e matua le fa'atulagaina o a'oga ma ia maua ai se lumana'i manaia male manuia mo lau fanau.

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PETER WANG, CHAIRMAN
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Parent Handbook
Committee

Foreword

California's public schools offer a wealth of educational opportunities for all students. With this handbook you will be able to understand and gain access to the schools and, thus, take advantage of the full range of those opportunities.

Moreover, Californians from all walks of life are now engaged in a comprehensive school reform effort to revitalize our public schools and provide educators with the tools and resources they need to ensure excellence in all our schools. Statewide cooperative efforts are now under way to improve the school curriculum; attract top-flight teachers; recruit and train principals; improve tests and textbooks; and involve parents, business leaders, and the community in school reform.

The partnership between home and school is an important element in this effort. We will improve the quality of education for our children only to the extent that we are able to integrate the resources of home and school and capitalize on the strengths of each. Parents, teachers, and school administrators together share the responsibility of providing an excellent education for all students. The interest many of you parents have shown in having this handbook produced demonstrates the far-reaching commitment and desire you have to become involved in your children's education. That is encouraging, and I commend you for your wisdom and foresight.

Your involvement in education is one of the most important factors in student achievement. It is not hard to see why. Children readily take to school the lessons they learn at home. When their parents—their first and most important teachers—value learning and achievement, children do the same. Time and again, educational research has demonstrated the powerful and consistent influence of parental involvement on students' learning. In those instances when students benefit from good school programs and supportive parents, students' achievement is highest. The State Department of Education is committed to encouraging parental involvement in public education.

The cooperation of home and school is the key to excellent school programs and effective learning by students. I hope that this handbook fosters that effective partnership.

Bill Honig

Superintendent of Public Instruction

Preface

During the 1987-88 school year, more than 1,000,000 students in California were reported to be using a language other than English as their primary home language. And of that number, approximately 652,000 were identified as limited-English proficient (LEP). This publication, *A Handbook on California Education for Language Minority Parents*, was developed to help new immigrant parents of the LEP students make the best use of the educational opportunities that California public schools provide.

What is especially important for LEP students is to have parents in their home environment who know the California education system and opportunities. As prime educators parents are very knowledgeable as to the needs of their children but are often left out simply because they are not familiar with their new educational environment. With the information provided in this handbook, parents should be able to assist their children with schooling in a more effective way.

Included in the handbook is information on student enrollment, public school programs and curriculum, graduation requirements, bilingual education, parental involvement, transportation, year-round education, child development, and so on, which will be helpful for parents to provide immediate assistance for their children. It also provides information about a variety of programs, such as alternative education, vocational education, continuation education, work experience education, and adult education, which may be helpful not only for LEP students but also for parents who seek further educational opportunities in California. We in the Department are pleased to be involved in the development of this handbook. We believe that this handbook will make an important contribution indirectly to the improvement of educational services for language minority students by educating their parents.

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Introduction

A Handbook on California Education for Language Minority Parents is designed to assist parents of language minority students who are residing in California. This handbook is part of the technical assistance effort of the State Department of Education to clarify the operations of California schools to language minority parents so that they might better support the education of their children. Parents should be the prime educators and must be knowledgeable as to the needs of their children.

The handbook provides basic information on the educational system and enrollment procedures particularly relevant for students who are enrolled in kindergarten through grade twelve. It also explains the kinds of tests used in California, such as the California Assessment Program tests and the high school proficiency tests. The handbook also includes a section on bilingual education and other services to language minority students who are of limited-English proficiency. As most parents of language minority students did not attend schools in the United States, other types of programs, such as vocational education, adult education, and continuation education, are described so that parents can better understand schooling in the United States. Another section describes parental involvement to overcome the fact that in many countries parents have never experienced close involvement with teachers and administrators.

The handbook does not provide comprehensive information because each program may be operated in different ways in each school or district. Parents should contact classroom teachers, school counselors, principals, or other local educational agency personnel for more detailed information if necessary.

1.0 Enrollment and Attendance; General Information; Transportation

1.1 When should my child enroll in school?

Your child must be enrolled in the first grade after he or she reaches the age of six. Children five years and nine months old before September may be enrolled when school begins in September. Immigrant children of school age should be enrolled in school as soon as they arrive in the United States. Except in year-round schools, which begin in July, children are enrolled in school in the first days of September. The usual school year is from September to June.

1.2 Will my child be able to attend a neighborhood school?

As a rule, yes. But some school districts, to avoid overcrowding or achieve racial balance or provide specialized education away from your neighborhood, may transport children to schools away from your neighborhood. If your district buses students, you may ask that your children remain at your neighborhood school.

1.3 How is my child's grade level determined?

Grade level is determined primarily on the basis of age and school experience. Children who are at least four years and nine months old in September may be enrolled in kindergarten. Children who are already six are enrolled in the first grade, and children older than six are placed by the principal at an appropriate level from grade one through grade twelve.

1.4 Do American schools accept course credits earned in foreign countries?

For children of elementary school age, records of previous schoolwork will help the school provide the best program for your child. As for high school students, credits for previous schoolwork are evaluated before placement.

1.5 How is the noon meal provided for students?

Children can bring a lunch from home, or they can purchase one at school. Most schools have a cafeteria where nutritious, well-balanced meals are available for a minimal charge. Parents with limited finances may ask school officials if they qualify for a free or reduced-price lunch. Schools in California are required by law to provide a nutritionally adequate meal to every needy child in every public school each school day. Some schools provide a breakfast for a minimal fee or at no charge if the family is eligible for the low-income category.

1.6 How much will I have to pay for my child's schooling?

Admission to American public schools is free, and books are lent to students at no charge. Uniforms are not required. For some classes, however, particularly in high school, you may have to pay small fees for personal supplies. Parents are expected to pay for the child's lunch.

1.7 What do I do when my child is absent from school?

You should telephone the school, letting the school know why your child is not in school. On the day your child is able to attend school, you should give the child a signed note. On the note you should give the date or dates of absence and the reason for the absence.

1.8 Will my child ride a school bus from home to school and back?

Not all districts offer school bus transportation. Of those districts that do, only those children qualify whose homes are beyond reasonable walking distances from schools. You should ask at your child's school about availability of transportation, locations of bus stops, pickup and drop-off times, and any special orientation meetings for parents and younger students to make the first day of school easier.

1.9 What happens if my child misses the bus?

It is important for you to have a plan to protect your child and to get the child to school by other means. You should talk with your child to ensure that he or she know what to do and where to go in case the bus is missed.

1.10 If my child qualifies for special education and cannot ride the regular school bus, what can be done?

If your child qualifies for special education, the individual education plan for your child will tell what type of transportation for which your child will be eligible. You can ask the staff at the school for more information.

1.11 What can I do to protect my child while he or she is riding on the school bus?

Your child should know the rules for riding on the bus. If your child has difficulty understanding the driver, you should help your child to understand the rules and obey them. School bus drivers try hard to

make the ride to and from school safe for children, but they need your help and cooperation from your child.

1.12 May school districts charge a fee for transportation on a school bus between home and school?

Yes, a fee may be charged. You should ask at your child's school whether a fee is charged in your school district. No fee may be charged for transporting a handicapped child or a child whose parents or guardians have a low income. The school district decides who qualifies for free transportation.

2.0 Basic School Program; Curriculum

2.1 What is a minimum day?

A minimum day is a shortened school day. Students are allowed to go home earlier than they would on a regular school day. The rest of the day is used by the school staff for meetings and other school business. You will be notified in writing well in advance when a minimum day is planned and when your child will be dismissed.

2.2 What subjects are taught in elementary grades (K—6)?

The basic subjects taught in elementary (K—6) grades are language arts (including listening, speaking, reading, and writing), mathematics, social science, science, and physical education. Other subjects may be music and art. Some schools teach reading and other subjects in two languages.

2.3 What subjects are taught at the high school level?

Offerings vary. You will need to contact the district in which your child is enrolled to find out what subjects are offered. A sample of classes might include algebra, English, typing, world history, biology, physical education, foreign language, the arts, home economics, industrial arts, and vocational education. Some of these courses are required, and some are available to accommodate students' interests. You should check with your local school for details.

2.4 What high school requirements will my children have to meet?

Starting with the 1986-87 school year, all pupils who receive a high school diploma must complete, while in grades nine through twelve, the following courses:

1. At least the following numbers of courses in the subjects specified, each course having a duration of one year:
   a. Three courses in English
   b. Two courses in mathematics
   c. Two courses in science, including biological and physical sciences
   d. Three courses in social science, including United States history and geography; world history, culture, and geography; and American government, civics, and economics
   e. One course in fine arts or foreign language
   f. Two courses in physical education unless the pupil has been exempted, pursuant to legal provisions
2. Such other coursework as the governing board of the school district may by rule specify

The important thing to remember is that by the start of the 1986-87 school year, your child should plan to complete all of the required courses. For further information, check with your school district.

2.5 What is independent study?

Independent study makes it possible for a student (in kindergarten through twelfth grade) to have a program of studies that is considered equal to classroom study but is located somewhere away from the usual school classroom. Independent study may permit schooling at home or in any other location that may provide suitable opportunities for learning. School districts have the right to make their own rules for independent study.

2.6 What other programs may operate in my child's school?

The federal and state governments have established programs for students who have special needs. Your child may need special help or assistance, for example, in learning English. However, not all districts have special programs.

3.0 Grades; Promotions; Testing

3.1 What does an elementary student's report card include?

Some districts prepare report cards by using letters such as *A, B, C, D, F,* and *I,* while other districts use the letters *E, G, S, N,* and *U* or *S, U,* and *N.* Although there are differences, the general content or idea is similar. Elementary report cards usually list the following subjects:

- Language arts (listening, speaking, reading and writing, grammar, and spelling)
- Mathematics
- Social science
- Natural science
- Health education
- Music
- Arts

The report card may also contain the attendance record of the student, a citizenship grade, and a place for comments by the teacher and the parent. The report card symbols are usually explained on the report card itself.

3.2 What does a high school student's report card include?

It usually consists of the title of each course, the name of the student and teacher, achievement grades for courses taken, a grade for citizenship, a place for the comments of teachers and parents, and the attendance record of the student.

3.3 What do the report card symbols mean?

Almost all schools use one of the three following systems:

A = Excellent
B = Good
C = Satisfactory
D = Needs improvement
F = Failure
I = Incomplete

E = Excellent
G = Good
S = Satisfactory
N = Needs improvement
U = Unsatisfactory

S = Satisfactory
U = Unsatisfactory
N = Needs improvement

3.4 What is a citizenship grade?

It is equivalent to a behavior grade and is based on the way a teacher sees a student in terms of his or her politeness, responsibility, obedience, fair play, and sociability.

3.5 What is a work habit grade?

A work habit grade indicates how a teacher rates your child's inventiveness, accuracy, promptness in completing the work assigned, and neatness.

3.6 What should I do when I receive my child's report card?

You should review the teacher's comments and the grades. You should sign and return the report card to school with your child. Sometimes the teacher may ask you to meet with him or her to discuss the progress of your child. You may wish to include your own comments on the report card.

3.7 How often are report cards issued?

Four times a year.

3.8 What are the requirements for promotion to the next grade?

On the basis of the progress made by the students, elementary school teachers decide whether the student will go to the next grade or remain in the same grade. If the student is to stay in the same grade, parents will be consulted. In the case of high school, course credits completed and the standardized test scores are factors reviewed for grade promotion. If you have any questions regarding grade promotion, call your local school and ask for the policy on school promotion.

3.9 What procedures are involved in grade retention?

The school expects every student to be promoted to the next grade. If a student has learning difficulties, the teacher will help. If the student does not learn enough to be able to succeed in the next grade level, it might be necessary to retain the student for another semester. The school will consult with the parent or guardian to determine what is best for the student.

3.10 What does the pupil proficiency law require?

It requires that students in California public schools be tested at least once in grades four through six and once in grades ten and eleven on locally developed standards in reading comprehension, writing, and computation.

3.11 What effect does the pupil proficiency law have on your child's graduating from high school?

To receive a high school diploma, your child has to complete the local high school course of study and successfully pass the district's proficiency test.

3.12 What is the high school proficiency test?

Each school district must have established standards of proficiency for its high school graduates. These standards must cover at least the areas of reading, writing, and mathematics. Each district must also have developed a test to assess a student's attainment of those standards.

3.13 Who must take the proficiency test?

All high school students must pass the proficiency test to graduate.

3.14 How many opportunities will a student have to take the proficiency test?

Every school district has its own testing schedule. But all districts are required to allow students who fail the test to retake it as many times as the district's testing schedule allows.

3.15 May a student with limited-English proficiency take the proficiency test in a language other than English?

Students must use English only in the proficiency test. The school may allow students to use their native language during the testing period, but English must be used in the final test.

3.16 Must schools provide special services for limited-English-proficient (LEP) students to help them pass the proficiency test?

Schools must provide bilingual education services for LEP students to prepare them for the proficiency test.

3.17 Will the parents be notified if a student fails the proficiency test?

If a student fails the proficiency test, the school is required to notify the parents in writing and invite them for a meeting to discuss what the district and the parents can do to help the student pass the proficiency test.

3.18 If a student completes all required courses but fails the proficiency test, what can be done?

If a student fails the proficiency test but completes all required courses, he or she may continue to take the proficiency test until it is passed. Many school districts set up remedial classes to help students who have failed the proficiency test.

3.19 If my child does not complete the required courses or does not pass the proficiency test, are there other ways to obtain a high school diploma or equivalent?

Students ineligible for graduation because they have not completed the required courses may continue to take courses until they meet the requirements. Any student over sixteen years of age may take the *California High School Proficiency Examination*, which is given three times a year in more than 100 locations in California. (Testing times and locations are posted at every high school and public library.) Those who have passed the *High School Proficiency Examination* receive certificates that are equivalent to high school diplomas. Any person over eighteen years of age who did not graduate from high school and is not enrolled at a high school may take the *General Educational Development Test* to obtain the equivalent of a diploma. The *GED Test* is given in 250 testing centers in California throughout the year.

3.20 What is the California Assessment Program (CAP)?

The California Assessment Program (CAP) annually assesses student achievement in every public elementary school and high school in California. It requires 30 minutes of time once a year for every third, sixth, eighth, and twelfth grader. Only CAP uses the same test in all schools and provides uniform information statewide on achievement in California elementary schools and high schools in reading, language, and mathematics.

3.21 What information does CAP provide for each school?

The California Assessment Program provides the following information:

- Overall school-level scores in reading, language, and mathematics
- Detailed information about strengths and weaknesses in the basic skills program
- Comparable information over several years to identify trends in scores
- Comparison of your school to similar schools and to all other schools in California
- Information about student attitudes towards reading, writing, and mathematics
- Information about the performance of different groups of students; for example, girls versus boys and new students versus those who have been in the school for several years
- Periodic information about other factors related to school performance, such as television watching, homework, and recreational reading

3.22 Where can you find CAP reports?

Each school and school district office should have a report for its third, sixth, eighth, and twelfth grades.

3.23 When do the latest test results become available?

Results from the previous school year are available each November at your local school or school district

office. They are presented annually to your local school board and to the State Board of Education.

3.24 May my child enter a community college without a high school diploma?

Yes. Anyone who has a high school diploma or equivalent or who is over the age of eighteen and can benefit from instruction is eligible for admission to a California community college. Students seeking admission should consult the admission office of their local community college.

3.25 What admission requirements does The California State University have?

State university students are selected from among the top one-third of high school graduates. For admission they must normally have a grade point average of 2.0 or better in all coursework except physical education and military science. Students with grade point averages between 2.0 and 3.2 may be admitted if they score high enough on either the *Scholastic Aptitude Test* or *American College Test*. Beginning in fall 1984, first-time freshmen will have to complete eight semesters of college preparatory English and four semesters of college preparatory mathematics to be eligible for admission.

3.26 What admission requirements does the University of California have?

University of California freshmen are selected from among the top one-eighth of California high school graduates. To be elibible for admission, students must meet the subject, examination, and scholarship requirements specified in the university's undergraduate application packet, available free of charge from any campus.

3.27 What financial aid is available for my child's college education?

Several types of aid are available to students with financial need, including grants (money you do not need to repay), loans, and part-time work. For information about financial assistance, contact the financial aid office at the institution your child is interested in attending. High school students should also contact their school counselor. To apply for federal or state assistance, obtain the form "Student Aid Application for California" from the institution or from the California Student Aid Commission, 1401 Fifth St., Sacramento, CA 95814.

4.0 Bilingual Education

4.1 What is the Home Language Survey?

When a child is enrolled in a California public school, the *Home Language Survey* should be distributed to determine the language(s) spoken at home by each student. School districts are required to distribute the survey forms so that a language census can be taken statewide. If any of the following questions is answered as other than English, the child is determined to be a non-English-speaking child:

a. What language did your son or daughter learn when he or she first began to talk?
b. What language does your son or daughter most frequently use at home?
c. What language do you use most frequently to speak to your son or daughter?
d. What language is most often spoken by the adults at home?

4.2 How does the school determine each child's language proficiency?

As a result of the *Home Language Survey*, if a child's home language is other than English, the child is tested for English comprehension and on a state-designated test of English oral language proficiency. Scoring must follow the publisher's norms. Reading and writing assessments are optional for students in kindergarten and grades one and two. If a child scores less than fluent on the assessments, the child is considered to be limited-English proficient (LEP) and must be placed in an appropriate bilingual program. However, if a child scores fluent and his or her English proficiency is comparable to that of the majority of pupils of the same grade or age whose primary language is English, the child is considered to be fluent-English proficient (FEP) and is put in a regular English-only program.

4.3 What is bilingual education?

Bilingual education is designed for students of limited-English proficiency (LEP). It helps these students learn English through their primary language. In the bilingual classroom the teacher provides instructions in both English and the children's first language, if necessary. In this way students can learn ideas in their first language while becoming skilled in English.

4.4 What should be the qualifications of staff members in a bilingual program?

Teachers should be bilingually credentialed. However, when a teacher in the bilingual program does not speak the primary language of the student, an instructional aide who is fluent in the dominant language of the student assists the child with the primary language. The district must ensure that each hired aide is able to understand, speak, read, and write English and the primary language of the student. The aide must be familiar with the cultural heritage of students of limited-English proficiency in the bilingual classes to which he or she is assigned.

4.5 When is a bilingual program provided at the elementary level?

Whenever a school of any school district has ten or more students of limited-English proficiency of the same primary language in the same grade level, the district must offer a bilingual program in a self-contained classroom.

4.6 What types of bilingual programs are available?

- *Basic bilingual education program:* Basic bilingual education is an organized program of instruction in which participating pupils receive instruction in and through English and the primary language of the LEP pupils. The principal goal of this option is to increase the English language proficiency and academic achievement of the LEP students.
- *Bilingual bicultural education:* Bilingual bicultural education is an organized program of instruction in which participating pupils receive instruction in and through English and the primary language of the LEP pupils. The purpose of this option is to increase the overall academic achievement and English language proficiency of LEP pupils and to develop the LEP pupils' primary language skills.
- *Innovative bilingual program:* The purpose of the innovative bilingual program option is to promote innovations in program options mentioned above that focus on new management approaches, greater emphasis on team teaching, or other appropriate improvements that expand the learning opportunities of pupils of limited-English proficiency.

4.7 What happens when an elementary school has fewer than ten LEP students?

The students will be provided an individual learning program (ILP) designed to meet equal educational opportunities for LEP students by promoting English language development and by sustaining normal academic achievement through the use of the student's primary language for subject matter instructions.

The elementary-level individual learning program represents the minimum program requirements for elementary LEP pupils not enrolled in basic bilingual, bilingual bicultural, or experimental bilingual programs. It is an individualized version of program option designed to provide equal educational opportunities for elementary LEP pupils by promoting English language development and by sustaining normal academic achievement through the use of the pupil's primary language for subject matter instruction.

4.8 When is a bilingual program provided at the secondary level?

There are no classroom composition requirements based on linguistic criteria for secondary programs. However, the teachers providing the primary language component must be bilingual crosscultural teachers or, if no such teachers are available, language development specialists who are assisted by bilingual crosscultural aides. There are two types of bilingual programs available at the secondary level:

- *Secondary-level language development program:* The secondary-level language development program for LEP students is a structured bilingual program delivered by bilingually credentialed teachers and/or language development specialists assisted by bilingual crosscultural aides. The program is designed to promote English language proficiency and academic achievement through the use of the student's primary language for instruction in the nonelective content courses required for graduation.
- *Secondary-level individual learning program:* The secondary-level individual learning program represents the minimum program requirements for secondary LEP students and must be provided for all secondary LEP students not enrolled in a secondary-level language development program. It is a systematic, individualized program of instruction designed to ensure equal educational opportunities for secondary LEP students by promoting English language development and by sustaining normal academic achievement through the use of the student's primary language for subject matter instruction.

4.9 How long does an LEP student have to stay in the bilingual program?

All LEP students are to be assessed annually for English proficiency with an instrument selected by the district. When an LEP student meets the definition of FEP based on district-adopted standards, the student is reclassified as fluent-English proficient and is eligible for an all-English program.

4.10 Must parents be notified before a child may be enrolled in a bilingual program?

Yes. Before a child may be enrolled in a bilingual program, the parents of the child must be notified in writing about the following:

- The program being offered
- Other program options available
- The parents' right to visit the program
- The parents' right to withdraw their child from the program
- The parents' right to participate through the school and district bilingual advisory committees

4.11 What if parents wish to withdraw their child from a bilingual program?

If parents of an LEP pupil wish to withdraw the pupil from a bilingual program (both elementary and secondary), the school must then provide the pupil an individual learning program (ILP).

4.12 May parents request the withdrawal of their child from an individual learning program?

Yes. Parents may request that their child be withdrawn from an individual learning program (both elementary and secondary). In such cases the district must establish a procedure to ensure that parents are informed of the goals, objectives, and activities of the individual learning program by an administrator or designee knowledgeable about the program. A withdrawal request signed by the parent and administrator, along with a copy of the individual learning program from which the pupil has been withdrawn, must be maintained in the school's files.

4.13 What is a bilingual advisory committee?

Each school district with more than 50 LEP pupils must establish a bilingual district advisory committee. At the same time each school with more than 20 pupils of limited-English proficiency must establish a school-level advisory committee. Parents of LEP pupils not employed by the district are always welcome to join the committee and must constitute a majority of the committee.

4.14 What are the responsibilities of the bilingual advisory committee?

The committee will advise on the development of a district master plan for bilingual education which will take into consideration the school site master plans for bilingual education. The committee will also assist in conducting a districtwide bilingual education needs assessment on a school-by-school basis. In addition, the comittee will:

- Advise on the establishment of district bilingual education programs, goals, and objectives.
- Assist in the development of a plan to ensure compliance with teachers' and teacher aides' requirements.
- Assist in the administration of the annual language census and advise on requests to use an alternative instrument and/or procedures.
- Review and comment on the written notification(s) to limited-English-proficient, fluent-English-proficient, and English-only students of initial enrollment.
- Review and comment on the district language reclassification criteria, standards, and procedures.
- Sign off on waiver requests related to bilingual education.

5.0 Additional Education Programs and Services

5.1 What is advanced placement?

Advanced placement is a cooperative educational endeavor based on the fact that many young people can complete college-level studies in secondary schools. Able, interested students are given opportunities both for college-level learning and for demonstrating their accomplishments through advanced placement examinations.

5.2 What is alternative education?

Alternative education makes it possible for parents, students, and teachers to request optional schools or educational programs. School authorities do not have to do what is requested, but many provide for different needs. For example, some school authorities provide optional (alternative) schools in which students may start their studies in their native tongue or be enrolled in a classroom where the teacher speaks the child's primary language. Parents and students should ask about the choices (alternatives) offered. They may also ask for programs that are not offered.

5.3 What is continuation education?

Continuation education provides a part-time attendance option for high school students sixteen or

seventeen years old at the time of enrollment. Continuation high schools or continuation classes have served as the largest dropout prevention program in California. The goal is to provide a flexible, personalized program to help students meet district graduation requirements in a small school environment.

5.4 Who may need continuation education?

Students may need part-time high schools if they are employed part time or full time, are concurrently enrolled in other training or educational programs, or need a shorter school day or school week for physical, social, or economic reasons.

5.5 What is vocational education?

Vocational education involves learning a specific occupational trade or course of study. It is provided by school districts and regional occupational centers and progrms to all students enrolled in California public schools. Part-time employment may be obtained for students who need the earnings from such employment to continue their vocational training on a full-time basis.

5.6 What is the intent of vocational education?

Vocational education programs are intended to provide training or retraining that is of high quality, is realistic, and is suited to the needs, interests, and abilities of the student.

5.7 Who is eligible to receive vocational education?

Eligible persons would include high school students; persons who have completed or discontinued formal education or are preparing to enter the labor market; those who are employed but need to upgrade skills or learn new skills; those with special education handicaps; and those in postsecondary schools.

5.8 What is work experience education?

Work experience education is a course of study that the governing board of a high school district or other local educational agency may establish. Standards and operational guidelines for acceptable programs are established by the state. Three types of work experience programs in California are:

- *Exploratory work experience education:* a combination of related instruction and structured occupational experiences designed to assist the student in the career guidance and development process. The student has the opportunity to observe a variety of occupations. There is no intent to teach productive skills.
- *General work experience education:* a combination of related work experience education instruction and paid employment designed to assist the student in acquiring desirable work habits and attitudes. Paid employment need not be related to the student's career goals.
- *Vocational work experience education:* a combination of concurrent vocational classroom instruction and paid employment experiences directly related to the student's occupational goal.

5.9 What is adult education?

Adult education provides education through community-based organizations in basic education, English as a second language, and other subjects of interest to adults. To locate a program, contact your local high school or school district office.

5.10 Who pays for adult education?

The state of California through the State Department of Education awards annual grants to qualified agencies providing basic education, grade eight and below, and for English as a second language.

5.11 Who is eligible to enroll in adult education programs?

Low-literate and non-English-speaking students sixteen years of age or above not enrolled in a high school are the target population for the adult education programs. However, many enrichment programs are offered as well for those who are fluent in English and possess a high school or college diploma.

5.12 What is opportunity education?

Opportunity classes and individual opportunity programs are among several programs designated to help students succeed in school. Identified students are placed in a part-time adjustment class in place of or along with a minimum attendance day.

5.13 Who provides opportunity education?

Programs and services are provided by qualified school personnel. The programs provide a chance for students to continue their education, alleviate adjustment problems, and help students return to the regular school or classes as soon as possible.

5.14 Is there a child development program available for my child in the state educational system?

Yes. Your child may be enrolled in a state-subsidized child development program that provides services for a period of less than 24 hours a day through local public and private educational agencies.

5.15 Am I eligible for a state-subsidized child development program for my child?

Yes, if you are employed or are in job training or are seeking employment or are disabled *and* meet the established eligibility and need criteria.

5.16 How many types of the state-subsidized child development programs are there?

There are nine types of such programs:

1. General
2. Migrant
3. Campus
4. School-age parent and infant development
5. Alternative payment
6. State preschool
7. Intergenerational
8. Special programs for severely handicapped children
9. Resource and referral

5.17 Where can I go to enroll my child in a child development program?

You may go to any of the public or private agencies funded for such program services to meet your needs. These agencies include school districts, community colleges, The California State University and the University of California, offices of county superintendents of schools, county welfare departments, private colleges and universities, private nursery schools, home care providers, and nonprofit organizations.

5.18 What can my child learn in a child development program?

It prepares your preschool child to go to kindergarten or first grade and helps your school-age child with homework or remedial study and some recreational activities.

5.19 What are some of the benefits my child and I will get from a child development program?

Benefits include, but are not limited to, the following:

1. Safe and appropriate physical environment
2. Age-appropriate activities
3. Cultural, linguistic, and other special needs program activities
4. Family and community involvement
5. Parental education
6. Efficient and effective local program administration
7. Diverse linguistic and cultural staff that match the makeup of the children and families
8. Support services, such as housing needs
9. Social services, such as welfare rights and services
10. Health services, such as low-cost or free health care

5.20 What are the expenses for a child development program?

A parent fee may be charged in accordance with the established sliding fee schedule based on the family income and eligibility.

5.21 What are year-round schools?

Year-round schools usually begin each school year in July and end the school year the following June. Students attend school for the same required 175 to 180 days, as in the traditional schools. However, rather than attend school continuously for nine months and then have three months off during the summer, they have three or four shorter vacations that vary from three to six weeks each..

5.22 What are year-round calendars?

Year-round calendars are designed especially for year-round schools. For example, in the 45-15 plan, students attend school for nine weeks, then have three weeks of vacation. This pattern is repeated four times during the year. Other examples are the 60-20 plan and the 90-30 plan.

5.23 Are programs in year-round schools the same as those in regular schools?

Yes. The students in year-round schools have the same learning opportunities, curriculum requirements, work experiences, student activities, and sports teams as students have in regular schools.

5.24 Why are not all schools year-round schools?

One day they may all be year-round. However, California schools have traditionally started in September and ended in June. It is hard to break tradition.

5.25 Are year-round schools required?

In some overcrowded schools a year-round calendar is required. In less crowded schools, parents have a choice between nine-month and year-round calendars.

5.26 Do all year-round students attend class at the same time?

In less crowded schools all students are on one year-round track. They all attend school at the same time and take vacation at the same time. In very overcrowded schools the students are divided into four groups. One group is always on vacation while three groups are in school. The groups are rotated at each vacation cycle so that everyone completes the same amount of school.

5.27 Do year-round schools offer summer sessions?

Yes. Summer sessions in year-round schools, called intersessions, are offered during the shorter vacation breaks. Students can have the same courses as are offered in the summer, but the scheduling is different.

5.28 Where can I get more information on year-round schools?

First, contact the district coordinator for year-round education. Other good sources of information are the

principal of the year-round school, teachers, and school counselors.

5.29 Will my children enjoy year-round education?

Yes. The great majority of students enrolled in year-round programs and their parents enjoy attending year-round schools. If your children are assigned to or select a year-round school, you should look forward to a positive experience for them.

5.30 What is summer school?

Summer school is held during the months of June, July, and August. State-supported summer school programs are available for (1) students in grades seven through twelve who need help in meeting district standards of proficiency; (2) seniors in need of credits for graduation; (3) juniors who need to repeat a course and cannot take the course the next regular school year; and (4) students enrolled in year-round and special education programs. Additional state-funded summer school instruction is available for students in the core academic areas of mathematics, science, social science, language arts, foreign language, fine arts, and computer education.

5.31 How can summer school attendance help students?

The summer school programs allow students to take advanced academic courses and provide enrichment for elementary and junior high school students. Students can also take the courses they need to meet graduation requirements.

5.32 How do I know if a child is gifted or talented?

The legal definition of a gifted and talented child in California is a pupil enrolled in a public elementary or secondary school in California who is identified as possessing demonstrated or potential abilities that give evidence of high performance.

5.33 What are the distinguishing features of the California Gifted and Talented Education (GATE) Program?

Since 1961 this program has been concerned with potential as well as demonstrated ability. It has led the nation in programming geared to the development of specific intellectual and creative abilities.

5.34 What are the GATE identification categories?

a. Intellectual ability
b. Specific academic ability
c. High achievement ability
d. Creative ability
e. Visual and performing ability
f. Leadership ability

5.35 What kind of evidence is used to identify that a child is gifted and talented?

a. School, class, and individual pupil records
b. Evaluation by a credentialed school psychologist and assessment by professional persons (Written parental consent should be obtained before testing.)
c. Group and individual tests
d. Interviews and questionnaires (teacher, parent, and others)
e. Pupil products
f. Judgment of peers

5.36 What grade levels are served in GATE programs?

GATE districts should work toward the identification and implementation of services for gifted and talented youngsters at all grade levels.

5.37 Are school districts required to have GATE programs?

No. GATE programs are optional. However, the 443 school districts that had such programs in 1984 contain more than 80 percent of the total public school enrollment in California.

5.38 What are work permits?

Work permits are documents required for underage students to become employed.

5.39 Who is responsible for issuing work permits?

School district personnel are responsible for issuing work permits to minors. No minor having a work permit and no minor under eighteen years of age who is otherwise required by law to attend school may be out of school and unemployed for a period longer than ten consecutive days while the public schools are in session. This restriction does not apply to any minor who has been graduated from a high school maintaining a four-year course above the eighth grade or who has had an equal amount of education in a private school or who has been awarded a certificate of proficiency by the state.

Under certain conditions a work permit may be issued to any minor between twelve years of age and eighteen years of age. (For more information see the *Work Permit Handbook for California Public Schools*, available for $6, plus sales tax for California residents, from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.)

5.40 What information does a valid work permit contain?

A valid work permit must contain:

- The name, age, birth date, address, and phone number of the minor
- The place and hours of compulsory part-time school attendance for the minor or statement of exemption therefrom; and the hours of compulsory full-time school attendance for the minor if the permit is issued for outside of school hours
- The maximum number of hours per day and per week the student may work while school is in session
- The minor's social security number
- The signature of the minor and the issuing authority
- The date on which the permit expires

6.0 Parental Involvement in the Schools

6.1 Why should I become involved in my child's schooling?

You as a parent play an important role in your child's education. You are your child's first and most important teacher. In most cases you know your child better than anyone else and can share important information with teachers that will help them understand your child better. When you give teachers an opportunity to communicate with you, you indicate to them that you are willing to work with them in the education of your children. They know that they can call on you to help resolve problems that may surface at school or at home and that you will support each other for the benefit of your child.

6.2 How can I support my child's education at home?

There are many ways to help your child do well in school:

- Make sure that your child has an adequate night's sleep and a nutritious breakfast to have a good start each day.
- Help your child develop positive attitudes toward school and learning and encourage him or her to participate in school activities.
- Encourage your child to continue working in his or her studies and explain the importance of education to his or her future.
- Be aware of what is being taught in school and reinforce it at home.
- Communicate frequently with your child's school. Phone teachers and counselors if a personal meeting is inconvenient.
- Read notices, newsletters, and bulletins sent home by the school and return them signed if requested to do so.
- Find out what special services are available to your child at school and in the community.
- Be aware of current educational policies and laws and how they affect your child.
- Support your child's teacher and school.
- Arrange a definite time without any interference for your child to do homework.
- Assist your child with homework and check it when it is finished.
- Read to your younger children.
- Take or send your children to the neighborhood library to check out books.
- Take your children on educational trips to the museum, zoo, art shows, different neighborhoods, and so on.
- Limit the time that your child is allowed to watch television each day.

6.3 What are some of the ways in which I can participate in my child's school?

As a parent you have many opportunities to become involved in a variety of activities in your child's school. Schools are always eager to involve parents in organizations, such as a school site council, school advisory committees, district advisory comittees, bilingual advisory committees, and parent-teacher organizations.

You may be requested to:

- Help in your child's classroom.
- Work in a parent's room which is used by parents to make materials, games, or projects needed by teachers for classroom use.
- Work in the school library or cafeteria.
- Supervise children during field trips to the park, the neighborhood library, the zoo, and so on.
- Supervise playground activities.
- Share your cultural practices, hobbies, or skills, such as wood carving, needlepoint, photography, and so on.
- Arrange bulletin boards.
- Make telephone calls to other parents.
- Read stories to groups of children.
- Do individual tutoring.
- Help children to build projects.
- Participate on fund-raising committees organized

to raise money to purchase additional materials or play equipment for the school.
- Attend parent-teacher conferences and "open house."
- Attend school board meetings.

6.4 What rights do I have as a parent?

As a parent, you have the right to:[1]

- Choose whether your child goes to a public, parochial, or private school.
- Receive information about what is being taught, what methods and materials are being used, and how achievement is evaluated at your child's school.
- Visit your child's classroom on advance notice to the teacher or principal. Check with your own school district for correct procedures.
- Request conferences with the teacher and principal.
- Look at materials used in the classroom and review any materials purchased with federal money for special programs.
- Receive information concerning minimal competencies, proficiencies, or skills your child is supposed to accomplish.
- Voice your opinion on what is taught in your child's classroom. You do not have the final say and should work with the school and/or school board in making your views known.
- Expect that your child will be physically and emotionally safe while at school.
- Expect adequate supervision of your child during the school day.
- Be informed in advance about school rules, attendance policies, dress codes, procedures for visiting the school, and so on.
- Appeal a school decision that affects your child's rights.
- Challenge a school decision to place your child in a special class for students considered to have behavioral problems.
- Appeal a decision made by the school to suspend or expel your child from school.
- Receive information about what tests your child is given and what the purpose is for testing.
- Receive information about any psychological testing the school does involving your child. Your permission must be given before such testing can take place.
- Receive information concerning test scores—what they mean and how they are used.
- Participate as a member of a parent committee or council. These groups may be required by law or may be voluntary.
- Attend school board meetings to learn what is going on in the district.
- Be heard when school policies are set or changed, such as establishing a school dress code or changing high school requirements.
- Look at the records the school keeps on your child.
- Question anything in your child's record that you feel is inaccurate or misleading or is an invasion of privacy and get a satisfactory response from the school.
- Have your handicapped child placed in an appropriate public school program. Parents also must give written consent for the placement of their handicapped child.

[1]All of the items listed here (except the last item) are taken from Bruce Baron and others, *What Did You Learn in School Today?* New York: Warner Books, Inc., 1983, pp. 264—65. Used with permission.

7.0 Structure of the Public School System

7.1 What is the structure of the public school system?

California public schools are organized into elementary school districts (usually including kindergarten through grades six or eight); unified school districts (kindergarten through grade twelve); and high school districts (grades nine through twelve).

7.2 What major agencies have an effect on the public schools?

The major agencies that influence the schools are school districts, offices of county superintendents of schools, state agencies, and federal agencies. All have a part in providing appropriate education for your child.

7.3 Who controls the schools in your school district?

School districts are controlled by a local governing board. The board is responsible for establishing, maintaining, and operating the schools under its control.

7.4 What is the structure of a typical elementary school?

In an elementary school the principal is responsible for the daily program, and each teacher is responsible for one class. When a school has enough limited-English-proficient students with the same primary language, bilingual teachers are required. In addition, the school staff usually includes specialists in reading,

mathematics, and English as a second language; speech therapists; a nurse; teachers' aides; a community liaison officer; a bilingual program coordinator; and resource teachers.

7.5 What is the structure of a typical high school?

In a high school the principal is responsible for the whole school and is generally aided by assistant principals who are responsible for specific areas of the school's administration. Larger high schools have chairpersons for each department (English, mathematics, science, physical education, and so on). Special programs, such as bilingual education, as a rule, have a director or coordinator.

7.6 How are school districts financed?

Part of public school funding comes from local property taxes. However, most of the funds come from state taxes. The California Legislature decides the amount of funding for public schools. Additional funds are given to some school districts that have students with special needs. Most of the federal funds are used to help students who have special needs, students from low-income families, students with bilingual education needs, students enrolled in vocational education programs, and handicapped students.

7.7 Why should parents understand the structure of public schools?

Informed parents are able to help their children make appropriate decisions about their educational needs. Parents should understand the structure of the California public education system to enhance educational opportunities for their children and themselves.

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